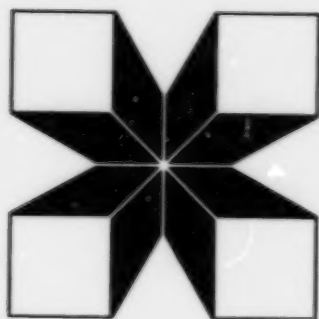


IDRC
CRDI
CIID



C A N A D A

PRESCHOOL EDUCATION IN THE WEST BANK

A QUALITATIVE SURVEY

CAIRO ARAFAT

The International Development Research Centre is a public corporation created by the Parliament of Canada in 1970 to support research designed to adapt science and technology to the needs of developing countries. The Centre's activity is concentrated in six sectors: agriculture, food and nutrition sciences; health sciences; information sciences; social sciences; earth and engineering sciences; and communications. IDRC is financed solely by the Parliament of Canada; its policies, however, are set by an international Board of Governors. The Centre's headquarters are in Ottawa, Canada. Regional offices are located in Africa, Asia, Latin America, and the Middle East.

Le Centre de recherches pour le développement international, société publique créée en 1970 par une loi du Parlement canadien, a pour mission d'appuyer des recherches visant à adapter la science et la technologie aux besoins des pays en développement; il concentre son activité dans six secteurs : agriculture, alimentation et nutrition; information; santé; sciences sociales; sciences de la terre et du génie et communications. Le CRDI est financé entièrement par le Parlement canadien, mais c'est un Conseil des gouverneurs international qui en détermine l'orientation et les politiques. Établi à Ottawa (Canada), il a des bureaux régionaux en Afrique, en Asie, en Amérique latine et au Moyen-Orient.

El Centro Internacional de Investigaciones para el Desarrollo es una corporación pública creada en 1970 por el Parlamento de Canadá con el objeto de apoyar la investigación destinada a adaptar la ciencia y la tecnología a las necesidades de los países en desarrollo. Su actividad se concentra en seis sectores: ciencias agrícolas, alimentos y nutrición; ciencias de la salud; ciencias de la información; ciencias sociales; ciencias de la tierra e ingeniería; y comunicaciones. El Centro es financiado exclusivamente por el Parlamento de Canadá; sin embargo, sus políticas son trazadas por un Consejo de Gobernadores de carácter internacional. La sede del Centro está en Ottawa, Canadá, y sus oficinas regionales en América Latina, África, Asia y el Medio Oriente.

This series includes meeting documents, internal reports, and preliminary technical documents that may later form the basis of a formal publication. A Manuscript Report is given a small distribution to a highly specialized audience.

La présente série est réservée aux documents issus de colloques, aux rapports internes et aux documents techniques susceptibles d'être publiés plus tard dans une série de publications plus soignées. D'un tirage restreint, le rapport manuscrit est destiné à un public très spécialisé.

Esta serie incluye ponencias de reuniones, informes internos y documentos técnicos que pueden posteriormente conformar la base de una publicación formal. El informe recibe distribución limitada entre una audiencia altamente especializada.

IDRC-MR249e
November 1990

PRESCHOOL EDUCATION IN THE WEST BANK

A Qualitative Survey

Dr. Cairo Arafat
Survey Supervisor
Early Childhood Resource Centre
Jerusalem

Material contained in this report is produced as submitted and has not been subjected to peer review or editing by IDRC Communications Division staff. Unless otherwise stated, copyright for material in this report is held by the authors. Mention of proprietary names does not constitute endorsement of the product and is given only for information.

FOREWORD

There is increasing recognition in the world today that learning begins at birth and that early childhood education can play a critical role in the growth of children into adult life. The pre-school environment thus becomes of critical importance. Pre-school education, both formal and nonformal, bears the responsibility of contributing to the cognitive, motor and socio-psychological development of children. Similarly, the family and the community have a direct influence on the processes of personal, socio-cultural and intellectual advancement of children.

Research on issues of early childhood development and pre-school education is one of the areas of concern of the Population, Education and Society Program. Particularly important in this regard is an understanding of the cultural, socio-demographic and educational factors influencing pre-school education. The study presented in this report addresses some of these critical issues in the context of the West Bank. The findings of this research constitute a useful contribution to the increased understanding of the role of pre-school education in a unique socio-cultural environment.

Daniel A. Morales-Gómez
Associate Director
Population, Education and
Society Program

CONTENT

ACKNOWLEDGEMENT

INTRODUCTION

- Methodology

1

1

RESULTS AND DISCUSSION

5

- Geographical Distribution of Pre-schools
- General Information on Children Attending Pre-school
- Administrator Information
- Pre-school/Kg Teacher Information
- Pre-school Environment and Equipment
- Educational Material and Equipment
- Water Availability and Facilities
- Health, Nutritional and Sanitary Services
- Pre-school Attendance and Transportation Conditions
- Curriculum Development, Use and Supervision
- Financial Background and Status of Pre-schools

5

13

21

25

27

30

35

36

39

42

49

SUMMARY AND CONCLUSION

52

- Annexes

57

ACKNOWLEDGEMENT

This study has been undertaken by the Early Childhood Resource Centre and was funded by the International Development Research Centre of Canada. The aim of this survey was to assess the quantitative conditions of pre-school institutions in the West Bank, to help guide planning, promotion, and up-grading of pre-school education services offered to Palestinian children.

Acknowledgement goes to all the people who helped in realising this survey, mainly our appreciation of the work done at the outset of the study by Miss. Ihsan Attieh of the Statistics Department of the Arab Studies Society, and to Dr. B. Sabella, and Dr. Ahmad F. Jaber, and Dr. Ahmad Baker. Our appreciation also goes to the field workers who helped in collecting the data and to Miss. Herta Jallo for typing the manuscript.

INTRODUCTION

Much attention has recently been focussed on pre-school-aged children. Prior to this stage, children, 3 - 6 years of age, had very few social-recreational-educational resources available to them outside of the home. Hence the current interest in the well-being of pre-school children has led to an increase in the number of facilities or centres which aim to provide "educational, social and psychological" guidance for children.

This interest in pre-school-aged children is based on much literature which has shown that this is a period of "qualitatively" rich mental development. Many theories of child development have noted that children are active learners who seek out information in their environment and try to "make" sense of what is happening. Pre-schools have arisen in order to encourage and enhance this "rich" stage of mental development.

Pre-school-aged children are typically at an age where they are mastering the finer aspects of language. They begin to communicate ideas in a logical manner. Their memory capabilities are increasing, their social contacts and skills are becoming refined and their cognitive understanding of their environment and selves is being challenged and either confirmed or disconfirmed.

In addition to these social-educational developments, the child's personality is also being shaped. Naturally the child's family plays the most important role in socialization and personality development of the child. However, peers and pre-school settings also play a large part in the acquisition and modification of a child's behavioral repertoire. Therefore, peers and teachers aid in the formation of socially-acceptable behaviors which in turn will influence the child's psychological development of motivation, curiosity, and achievement.

It becomes imminently clear that pre-school children are at an important step of development. Consequently it is important that the child be offered a stimulating environment that is rich in problem solving situations. It is also necessary that this environment be safe and nurturant. These latter goals are part of the teachers awareness of child development and healthy and rewarding teaching practices.

One must now begin to integrate the needs of pre-school children with the currently available environmental and individual resources. It does not suffice to say that a "pre-school" is available hence children are receiving healthy and sound social-educational-psychological services. One must examine the current status of pre-schools, teachers, and their resources and materials in order to determine whether pre-schools are actually providing children with a rich and stimulating environment.

This was the basis for the research that was undertaken by the Early Childhood Resource Centre. Within the last 10 years numerous pre-schools had arisen on the West Bank. However there were no "standards or guidelines" available to ascertain the satisfactoriness of these pre-schools. Furthermore, few higher institutions of learning were offering courses or training in the area of pre-school education. A major problem becomes clear : if there are no guidelines for pre-school development and few teachers are trained as pre-school teachers, then, what is happening in the pre-schools?. This was the question that concerned ECRC.

A major objective of ECRC is to enhance the development of pre-school education on the West Bank. This goal is being tackled on a number of different fronts ranging from teaching standards to environmental concerns. However, before one can begin a comprehensive program aiming to aid the development of human resource potential and physical development one must know what exists in reality.

The current study examined the various facets of pre-schools to obtain a comprehensive picture of the existing West Bank pre-schools. This is no easy task when one realizes that there is no source which states where these pre-schools are located. Pre-schools are opened on a fairly random basis by a number of different institutions, charitable organizations, committees, and private individuals. Some pre-schools are registered with the Israeli Civil Administration, some are not. However, this relationship only determines whether the pre-school will pay taxes or not. Neither the Israeli Civil Administration nor the Jordanian educational system which is currently imposed on West Bank learning institutions offer guidelines or supervision of pre-schools. Hence many of the existing pre-schools "exist" as child minder centres.

Teachers do not have to be licensed or receive any learning or training in the area of early childhood education. There are no guidelines or minimum requirements available which specify the necessary physical standards which should exist in pre-schools.

This system appears to be "chaotic". The current study will aid in elucidating the existing system and offer guidelines and recommendations for building a healthy infrastructure for pre-school education.

A committee for the survey was formulated to plan and organize the survey. A pilot study was done to assess the validity and reliability of the questionnaire (Appendix I). Certain items were omitted and some modifications were introduced. The questionnaire was constructed and the field work was to be carried out by university students in the West Bank in order to reach most of the areas, villages and camps. However, the continued closure of the universities by the military authorities hindered the data collection and delayed the whole project. Furthermore, the Intifada affected life drastically and at some points paralyzed our work.

In June 1987, Dr. Cairo Arafat, a child psychologist joined ECRC and the survey was assigned to her. She had to start replanning the field work and recruited two field workers for data collection. They visited cities, refugee camps and villages, and collected most of the data before the onset of the Intifada. However, after feeding the data to the computer and getting the raw materials many interruptions occurred and delayed the finalization of the survey.

Methodology

The survey which included questions on the establishment, administration, teachers, physical and material environment, sanitary and nutrition conditions, curricula, and financial resources of pre-schools and kindergartens was revised from the survey used during the pilot study.

Two full-time data collectors were selected. They were briefed on the existing situation, i.e., problems of transportation, difficulty entering closed military zones, hazards of data collection in regards to the Israeli Military Government, and the hesitancy of teachers and administrators to provide data.

The data collectors were then trained in administering the survey by the primary researcher. This entailed establishing a rapport with teachers and gaining their confidence and putting them at ease regarding the purpose of the questionnaire. Data collectors were also given an official document which clarified that this work was affiliated with the Arab Studies Society and ECRC. This was done so that teachers and administrators would be assured that they were providing data for a Palestinian institution and that the data would not be forwarded to the Israeli Military Administration. This was a fear because of tax collection purposes, primarily.

After the data collectors were familiarized with appropriate methods of data collection they were assigned the villages, cities, and camps that were to be visited. As there currently exists no central resource which details the locale of each pre-school and kindergarten, the data collectors were instructed to visit each site and "search" for pre-schools. This was not a difficult task in villages and refugee camps, since the population is small and people are familiar with organizations in their vicinity. However, data collection in cities proved to be a difficulty. Naturally, in a city people do not tend to be as close and familiar with their neighbours as the village and refugee camps population who are more frequently related to one another. Hence, in cities, data collectors had to go from neighbourhood to neighbourhood searching for pre-schools / kgs. Few pre-schools, whether in villages, camps, or cities, have signs outside their building stating that they are pre-schools / kgs.

An additional problem is that the majority of pre-schools are located in homes or apartments that have been rented for use as pre-schools. This makes it more difficult to locate pre-schools. Nevertheless, data collectors meticulously searched out each locale to locate pre-schools / kgs, but were unable to locate all existing sites.

After data collection, the data was compiled and fed into a computer. Currently all the data is computerized and analyses was done via the SPSS statistical programme.

RESULTS and DISCUSSION

This study endeavoured to cover all pre-schools and kindergartens located in the West Bank. In an effort to achieve this aim, field researchers were instructed to visit each and every city, village, and refugee camp located in the West Bank. In effect, part of this research sought to locate and identify the whereabouts of pre-schools and kindergartens. This was no simple task since there are no established listings of these sites. In addition, pre-schools and kindergartens open and close quite frequently. It is quite possible that some of the sites that were visited and accounted for in this study have now been closed (i.e. due to the present situation, lack of funding, lack of local support, ... etc.) or that some sites have now been opened (hence not included in the study) or that some pre-schools and kindergartens were overlooked by the researchers. In order to account for these differences, it is estimated that there exists between 318 - 388 West Bank pre-schools and kindergartens (this is assuming a 10% margin of error).

Geographical Distribution of Pre-schools

In the initial phase of this study, the West Bank was divided into various districts. These geographical districts included : - Tulkarem, Jenin, and Nablus (Northern zone); Ramallah, Jerusalem, and Jericho (Central zone); and Bethlehem and Hebron (Southern zone). There was a close correspondence between the number of pre-schools/kindergartens located in the most populous zones (northern and central) and the least populous zone (southern). Hence the northern zone which accounts for 38.7% of the West Bank population has 134 sites (33%). The central zone which accounts for 36% of West Bank population has 146 sites (41%). The southern zone which accounts for 25.2% of West Bank population has 73 sites (21%) (See Table I). This distribution of pre-schools is representative of the general community development programs which arise from the central zone and disperse to the extremities. Population statistics for the West Bank are not based on census reports since there has been no population census since 1967, Benvenisti (1) .

The distribution of pre-schools/kgs in cities, villages, or refugee camps is somewhat comparable to population statistics of these residencies. Note: West Bank Database Project results only divide population residencies into either urban or rural settings. Refugee camp populations are typically included as "urban" populations. The majority of West Bank residents live in villages. The number of pre-schools/kgs located in villages is 214 (60%) . The next most populous regions are the cities which account for approximately 34.3% of West Bank residencies.

(1) Benvenisti, M (1988). West Bank Database Project, p. 28.

In these regions there are 110 pre-schools/kgs (31%). Refugee camps which account for 28% the West Bank residencies only have 29 pre-schools/kgs (8%). In general terms, the distribution of pre-schools/kg to regions is incongruent with the present distribution of population in either cities, camps, or villages. Note: The population distribution between urban, rural, and refugee camps regions is extrapolated from data summaries only.

Data concerning the establishment dates of pre-schools / kindergartens on the West Bank clearly depict the importance of the last 10 years on their growth and expansion. Over 50% of pre-schools were founded after 1980. This parallels with the overall establishment and growth of Palestinian infrastructures in a number of various sectors.

Those pre-schools/kindergartens which existed prior to 1967 were predominantly located in the Jerusalem and Ramallah regions and in these respective cities. They were also frequently affiliated with either a private school, and/or local/foreign charitable organizations. Those that arose between 1968 - 1979 were distributed in all regions, however the majority were still to be found in the cities of Jerusalem, Ramallah, and Nablus. (See Table II) .

Pre-schools and kindergartens that were established post - 1980 tend to be located in villages of all zones. However, the majority of pre-schools located in the northern and central zones villages still outnumber those located in southern zone villages. In part this incongruity can be accounted for, by the fact that the southern zone has relatively fewer villages and less population than either the northern or central zone regions.

It is important to note that new pre-school sites are being developed in rural and refugee camp settings where the need is greatest. These new sites are also reaching out to areas located in the northern and southern zones. Prior to 1980, refugee camps were neglected in terms of the number of pre-schools/kindergartens available to the local community. However, after 1980 there was an increasing interest and effort in establishing pre-schools/kgs in refugee camps. This trend is still continuing and there are currently 29 pre-schools/kgs kindergartens in refugee camps. This represents 8% of all sites visited while refugee camp population accounts for approximately 30% of total West Bank population.

The parties involved in the growth and expansion of West Bank pre-schools/kgs include : - The Unions of Charitable Organizations (according to Jordanian law all charitable organizations are under the direct auspices of the the Israeli Military Government), Palestinian Women's Committees, Islamic Religious Organizations, , and Individual / Private Organizations. (See Table III). As previously reported 7 pre-schools/kgs claimed that they were affiliated with UNRWA. This data is

incorrect since UNRWA does not supervise or operate pre-schools in the West Bank, other than the one pre-school located in the Ramallah Woman's Teacher Training Centre for Refugees. Teachers supplying this information may have been misled into assuming that their pre-school/kg fell under the auspices of UNRWA because their building was UNRWA property. Chart I includes data as supplied by those interviewed, however these pre-schools in the majority of instances actually belonged either to Palestinian Women Committees or the Union of Charitable Organizations.

Table III provides a breakdown of pre-schools/kgs into groups according to those parties which are responsible for their establishment and supervision. The majority of pre-schools/kgs were either affiliated with private organizations (i.e. this could mean an institution or private school) or by an individual (s). The area of overlap between private organizations and individuals is that they are supervised on an individual basis and rarely have contacts with other pre-schools/kgs located in the West Bank. In effect, they function autonomously and supervision occurs from within only.

118 out of 353 (33%) pre-schools surveyed reported that they were part of a private organization (i.e. school, institution). However, there were a substantial number of pre-schools teachers who could not substantiate their affiliation with a private organization. It is likely that these pre-schools were privately owned and operated. However, the owners may have been reluctant to release this information to researchers. In most instances, individuals who established pre-schools were hoping to gain financially by their ventures. However, all noted that they were rarely able to make ends meet. Of those sites visited, few had been open for more than one year and many were contemplating closing down the site if their financial situation did not improve.

The Unions of Charitable Organizations accounts for the second largest number of pre-schools/kgs (i.e. 99 sites - 28%). These Unions consist of 3 branches located in Nablus, Jerusalem, and Hebron, that were established prior to 1967. This organization embodies a number of different projects, one of which is pre-school/kg development. Their work with pre-schools/kgs began in the 1960's, however, their primary expansion in this sector has occurred within the last ten years. Sites affiliated with the Union of Charitable Organizations are dispersed in villages, camps, and cities. Each branch functions relatively independent of the other, however they maintain some working ties.

The third category which accounts for 77 pre-schools/kgs (22%) are the Palestinian Women's Committees. There are currently 4 separate groups within this category (see Table III). These committees came into effect during the early 1980's. The development of pre-schools/kgs was an important issue for these women's committees. Since their establishment they have emphasized the growth and expansion of early childhood development programs in village and refugee camp settings. At

the current time these committees are still expanding their number of pre-schools and continue to emphasize rural and camp involvement. It is interesting to note that teachers were often reluctant to inform the researchers that they were affiliated with a women's committee. Conversely, the teachers may have been unaware that their pre-school/kg was associated with a woman's committee. In order to obtain accurate information, representatives of each of the woman's committee were contacted and provided data concerning the whereabouts of their pre-schools/kgs. (The failure of teachers to provide accurate data may indirectly reflect their mistrust of field researchers).

The Israeli Government in the Jerusalem area and the Israeli Civil Administration in the West Bank were semi-directly associated with pre-school/kg development. In the Jerusalem area they subsidized kindergartens which are obligatory units of education. However, the resources that were allotted to Palestinian pre-schools located in East Jerusalem were not comparable to those given to West Jerusalem - Israeli kindergartens. In many instances, pre-schools/kgs were not subsidized at all.

In the West Bank, the Education Department and the Social Welfare Department are involved in pre-school/kg development. However, here the primary emphasis has been on tax collection. Educational supervision is severely limited with one supervisor assigned to over 30 pre-schools. This category of Israeli affiliation accounts for 39 pre-schools/kgs. The majority of these pre-school/kg affiliations are in the northern zone region (34 out of 39 pre-schools/kgs). (This is based on data directly supplied by teachers) .

The final category of pre-school affiliation with organizations were listed as Moslem Religious Organizations. This group included 9 pre-schools which were all located in the Jerusalem and Ramallah areas only (central zone). According to data collected from other various sources, The Ryadh Al-Aqsa has numerous pre-schools located throughout the West Bank. There are in the Nablus region, however teachers who were surveyed failed to state that they were affiliated with any Moslem religious organization.

In summary, the expansion of pre-schools/kgs is on the rise. The following organizations currently play a central role in establishing pre-schools (Unions of Charitable Organizations, Palestinian Women's Committees, Private Organizations, and individuals) . The general areas of growth are in the northern and southern zones with outreach into rural and refugee camp settings. This does not negate the fact that the most highly developed region for pre-schools/kgs is still in the central zone.

Table I

Pre-school Geographical Distribution

A total of 353 pre-schools on the West Bank were visited. The pre-schools were located in the following geographical zones:-

Tulkarem	24 sites	7%
Jenin	36 "	10%
Nablus	74 "	21%
Ramallah	80 "	23%
Jerusalem	56 "	16%
Jericho	7 "	2%
Bethlehem	34 "	9%
Hebron	42 "	12%
Total	353 sites	100%

The largest number of pre-schools were located in the most populous areas of the West Bank, namely Nablus, Ramallah, and Jerusalem. There was a relatively high percentage of pre-schools located in cities compared to villages or camps : -

Number of pre-schools located in cities :	110	31%
" " " " villages :	214	60%
" " " " camps :	29	8%

Cities include : Jenin, Tulkarem, Nablus, Ramallah, Jerusalem, Jericho, Bethlehem, Hebron.

If one examines the number of pre-schools according to population in the area one finds :

41 sites (12%)	of pre-schools located in areas with less than 1000 persons in the vicinity.
97 sites (28%)	of pre-schools located in areas with 1001 - 4000 persons in the vicinity.
84 sites (22%)	of pre-schools located in areas with 4001 - 10,000 persons in the vicinity.
132 sites (38%)	of pre-schools located in areas with over 10,001 persons in the vicinity.

Most of the small villages that were visited had one pre-school located in their village. However, approximately 8% of all villages reported having no pre-school in their villages. These small villages (Khirba) typically had populations of less than 500. They rarely sent their children to pre-schools in nearby villages because of transportation problems.

In the more populated regions (namely cities and towns), parents would send their children to the nearest pre-school or they would bus their children if they were financially able.

145 pre-schools (41%) had no other pre-schools located in their near vicinity. In effect, one pre-school was intended to provide all the needs of the local community. These pre-schools were typically located in villages. Pre-schools located in towns and cities reported that there were other pre-schools located in the near vicinity. 208 pre-schools (59%) had another pre-school located nearby. Pre-schools are a relatively recent phenomena on the West Bank. Prior to 1948 there were only 18 pre-schools. By 1987, over 353 pre-schools were functioning in the West Bank. The table below depicts the development of pre-schools on the West Bank : -

Table II

Pre-school Establishment Date

<u>Year Established</u>	<u>Number of Sites</u>	<u>Percentage</u>
1848-1948	18	5%
1949-1967	46	13%
1968-1979	106	30%
1980-1987	183	52%
Total	353	100%

It is quite evident that the majority of pre-schools have been established since 1980.. Those who have been responsible for the establishment and supervision of pre-schools include : -

Table III

Pre-school Institutional Supervision

<u>Under the supervision of :</u>	<u>Number</u>	<u>Percentage</u>
- The Union of Charitable Organizations	99	28%
- Women's Committees:(1)	46	14%
- Committee of Social Work	11	3%
- Committee of Woman's Action	9	2.5%
- Committee of Palestinian Woman	19	5%
- Committee of Working Women	7	2%
- Islamic Religious Groups	9	2.5%
- Jerusalem Municipality (Israeli Gov)	5	1.5%
- United Nations Agency (eg. UNRWA)(2)	7	2%
- Education Department (Israeli Civil Adm)	11	3%
- Social Welfare Agency (Israeli Civil Adm)	23	6%
- Private Organization(3)	118	33%
- Private - Individual	35	10%
Total	353	100%

- 1 - We received conflicting information concerning the number of pre-schools affiliated with the various woman's committees. The following information was directly obtained from representatives of each of the committees :-

Woman's Committee for Woman's Action :	21
Committee for Woman's Social Work :	42
Committee of Palestinian Woman :	42
Committee for the Working Woman :	16

This represents an increase of 20% in the number of pre-schools/kgs (data obtained at the end of 1989) .

- 2 - UNRWA does not officially run pre-schools on the West Bank. However, they offer physical facilities and assistance for some pre-schools in West Bank refugee camps. Therefore, those pre-school teachers/supervisors who stated that their pre-school was an UNRWA endeavour were inaccurate. These pre-schools typically receive their funding from local and foreign charitable organizations.
- 3 - Many pre-school teachers/supervisors stated that their pre-schools were private organizations. This category included schools like : Friends Boys and Girls School, Schmidt's Girls School, Al-Ibrahimiya School and small pre-schools that were set-up as profit making enterprises by individual(s).

Chart I

Pre-school Affiliations with Organizations

	Tulkarem	Jenin	Nablus	Ramallah	Jerusalem	Jericho	Bethlehem	Hebron	Total	% of Total Pre-schools
Unions of Charitable Organizations	7	18	9	9	11	7	7	31	99	28.0
Women's Committee of Social Work	--	--	2	4	3	--	2	--	--	3.0
Committee of Women's Action	--	--	1	3	3	--	1	1	9	2.5
Committee of Palestinian Women	2	1	2	4	6	--	2	2	19	5.0
Committee of Working Women	--	--	4	2	--	--	1	--	7	2.0
Private 1 Organizations	10	2	5	51	24	--	20	6	118	33.0
Moslem Religious Organizations	--	--	--	5	4	--	--	--	9	2.5
Private - Individual	--	--	33	1	1	--	--	--	35	10.5
Municipality	--	1	--	--	3	--	1	--	5	1.5
U N R W A	--	1	3	1	1	--	--	1	7	2.0
Department 2 of Education	1	--	9	--	--	--	--	1	11	3.0
Department of 3 Social Welfare	4	13	6	--	--	--	--	--	23	6.5
T o t a l	24	26	74	80	56	7	34	42	353	--
% of totals	7%	10%	21%	23%	16%	2%	9%	12%	--	100.0%

1. Many of the pre-schools which were included in this section actually were affiliated with Moslem Religious Organizations (eg. Ryadh Al-Aqsa) but the teachers denied this relationship, hence these pre-schools were simply tallied in the broad category of Private Organizations.
2. In actuality, these 11 pre-schools are private organizations. Teachers must apply for a pre-school site license from the Education Department, hence they labeled their sites as affiliated with the Education Department.
3. Pre-school/Kgs that fall in this category actually are directly affiliated with the Unions of Charitable Organizations. However, since the Unions are indirectly under the auspices of the Department of Social Welfare (Israeli Military Government) the teachers emphasized the latter group.

General Information on Children Attending Pre-school

During the period of data collection (1987/1988 school year), there were 23,648 children attending the 353 pre-schools/kgs surveyed. This accounts for an average of 67 children per site (See Chart II). It is difficult to estimate the total number of West Bank Children between the ages of 3-6 years. However, data from 1st grade elementary attendance show that approximately 30,000 children enter the first grade annually. One can extrapolate that there are at least 90,000 children between the ages of 3-6 (pre-school/kg years). Hence, there are approximately 66,352 children between the ages of 3-6 years who are not attending pre-school/kg. This indicates that approximately 73.8% of all pre-school/kg children in the West Bank were not attending early education classes at the time of data collection. (This figure does not include children living in East Jerusalem).

On the average there are 26 children per teacher. Teachers noted that this presented many difficulties for them because they were unable to handle such a large number of children. This figure (i.e. 26 children per teacher) is only an estimate since many teachers reported having more children in their classrooms. The figures that were collected by the researchers represent the number of children present during the period of data collection.

The data was collected during the winter months when attendance is lowest. If one takes this point into consideration it is more reasonable to estimate that each teacher is responsible for at least 30 children on the average. (See Table V for a further breakdown in the ratio of number of children per teacher) .

Established norms suggest that one teacher per 15 children is reasonable. The present situation in the West Bank is far from "reasonable", especially when one takes into account the fact that many pre-schools have a large number of young children (3-4 years). This problem is further compounded by the fact that few teachers have the necessary training, expertise, and experience in the area of early childhood development. Data to be presented will also show that small classrooms, inappropriate environmental arrangements and amenities, and lack of educational / learning / play materials all contribute to negative effects of teacher / child interaction.

An important issue of early childhood development involves the age at which children enter pre-schools/kgs. Naturally the needs of a 3 year old are different from those of a 5 year old. This factor was not taken into consideration by many of the teachers who work in pre-schools. Teachers were asked to identify children based on their ages. In the majority of instances teachers were unsure of children's ages. Teachers failed to keep records or data files on children. Hence when asked to report on the ages of children in their classes, they could only guess. Furthermore, teachers were frequently unaware of the

importance of cognitive, social, emotional, and psychomotor developmental abilities of children.

Many teachers simply opened up their pre-schools to all children under the age of 6 years. An important goal was to have the largest number of children in their classrooms. This was so even if the classrooms and the teacher's ability to relate to children was lacking. Table IV : Information on pre-school children shows that 50% of all pre-schools/kgs have children under 4 years of age. Many teachers noted that it was difficult working with these younger children because they needed more assistance in basic skills like toileting, dressing, eating, and cleanliness. In addition, teachers noted that they were unfamiliar with appropriate methods in aiding children to acquire these skills. The magnitude of this problem in West Bank pre-schools is easily acknowledged when one notes that 38% of these children are under 3 years of age. The deciding factors of whether or not to allow these under - 3 year olds into the classroom was the child's toilet training abilities. In most instances teachers said they preferred not having such young children in their classrooms because they did not have enough time to care for the children. For example, if a child did soil his/her pants teachers would frequently send them home rather than clean the child and change his clothes. Teachers felt that this was not their responsibility since children were attending a pre-school and not a "day care centre". There was an evident lack of appreciation of a child's developmental skills and a lack of nurturance on the part of many teachers.

A further factor that may have influenced teachers / administrators to allow under 3 year olds to attend pre-schools was the parents' desire to have 2 of their children in the same pre-schools. For instance, it was quite common to find siblings attending the same pre-school. Parents would pressure teachers to allow their younger child to attend the pre-school because an "older" sibling was also attending.

The upper limit in 66% of these pre-schools/kgs was 6 years of age. Kindergartens (classes for 5-6 year olds) are mandatory in Israel, but not in the West Bank. It seems likely that parents and teachers were aware of the importance of pre-school/kg education since they tended to send their older children to pre-schools/kgs rather than the younger ones. As is evident in Table IV, 147 sites (42%) reported that the average age of child-ren attending their classes was between the ages of 5 - 6 years. However, the largest age group was the 4-5 years old who attended 174 sites (50%). One can hence extrapolate that of the 23,648 children reported in this study 1,892 are under 4 years of age, 11,824 children are between 4-5 years of age, and 9,932 children are between the ages of 5-6 years. In essence, less than 75% of West Bank children between the ages of 4-6 years are not attending any pre-schools/kgs.

Pre-school entrance requirements were another area that was examined in this research. The majority of teachers at the sites visited reported that the children must have normal mental and physical development. (See Table VI). However, they had no tools to measure "normalcy". Teachers explained this deficit by noting that they could judge whether a child was normal or not. Their ability to do so is questionable since previous experience with pre-school teachers has shown that many teachers expect that all children should speak clearly and fluently by 3 years of age and that children who have aggressive tendencies are judged to be "abnormal" .

Those pre-schools/kgs (76 sites 22%) which allowed handicapped children to attend reported that they had children with speech impairments (other than simple pronunciation / enunciation); mental retardation, and physical handicaps. Unfortunately, teachers were not trained in handling these diverse problems and more often than not they expressed frustration in trying to manage handicapped children. Many teachers expressed concern over the lack of adequately trained personnel and facilities to aid handicapped children. This was one of the major reasons that they allowed handicapped children to attend their pre-schools/kgs.

Chart II

Area Data *

District	Number of Pre-schools	Number of Teachers	Number of Classrooms	Number of Children	Number of of children per teacher
Tulkarem	24	62	61	1961	32
Jenin	36	73	73	2173	30
Nablus	74	199 ¹	200 ¹	4960	25
Ramallah	80	177	222 ²	4652	26
Jerusalem	56	152	164 ²	3525	23
Jericho	7	15	22 ²	399	27
Bethlehem	34	76	89 ²	2027	27
Hebron	42	141	126	3951	28
Total	353	895	957	23648	26

* Data includes only those children and teachers present at the pre-school site during the time of data collection .

1. Some sites had "double shifts". Here the teacher would provide services for one group of children in the morning and a second group in the afternoon.
2. Some teachers supervised two classrooms of children. Here the teacher would divide the children into two groups and set them up in two separate classrooms and divide her attention between the two. This phenomenon was most evident in the Ramallah and Jerusalem urban sites.

Table IV
Information on Pre-school Children

<u>Pre-school Entrance Age*</u>	<u># Pre-schools/kgs</u>	<u>Percentage</u>
3.0 years or less	134	38%
3.5 years	42	12%
4.0 years	132	37%
4.5 years	6	2%
5.0 years	23	6%
No reply	16	5%
Total	353	100%

* Age at which the teachers allow children to enter.

<u>Oldest age of Children in class</u>	<u>Number of Pre-schools</u>	<u>Percentage</u>
4.0 years	14	4%
5.0 years	100	28%
6.0 years	233	66%
No reply	6	2%
Total	353	100%

Average Age of Children Attending Pre-schools

	<u>Number</u>	<u>Percentage</u>
* 3.5 years	20	6%
* 4.0 years	109	31%
* 4.5 years	65	18%
* 5.0 years	134	38%
* 5.5 years	13	4%
No reply	12	3%
Total	353	100%

Many teachers had a difficult time assessing the correct ages of their children because they failed to collect and/or maintain data files. Many times they stated that they were "guessing" at the ages.

Teachers, typically did not specify an "acceptable" age for children to enter pre-school. A frequent comment heard from teachers was that they based admission on the child's toilet skills. If the child was able to use the toilet with no problems then he could come to the pre-school. The teachers did not exhibit concern about the child's ability to interact with others or his cognitive level. Their primary emphasis was on the child's abilities to care for himself.

Table V

Class Size

The following information is based on class size per quartile :

<u>Number of pupils / class</u>	<u>* number of teachers/class</u>
8 - 35	1
36 - 54	1.5
55 - 85	2.5
86 - above	4.0

The above information describes the current situation in pre-schools as follows : -

168 pre-schools have between 8 - 50 children in their classrooms. These children are all instructed by one teacher.

Table VI

Pre-school Entrance Requirements

	<u>Number</u>	<u>Percentage</u>
Child has normal mental and physical development	231	63%
Child resides in vicinity of pre-school	48	13%
No requirements	45	13%
No reply	17	13%
Total	353	100%

Teachers/supervisors who replied that child must have normal physical and mental development did not have any means available to assess the children. When asked how they knew that the child's development was normal they frequently replied that they depended upon the mother's statement that the child was normal.

<u>Pre-schools with handicapped children</u>	<u>Number</u>	<u>Percentage</u>
Pre-schools with one or more physically handicapped children	21	6%
Pre-schools with one or more mentally impaired children	11	3%
Pre-schools with one or more children with speech impairments *	46	13%
Pre-schools with no handicapped children	275	78%
Total	353	100%
* This category excludes children with simple pronunciation problems.		

In all cases examined above, teachers frequently allowed handicapped children to attend their classes even if they had no experience or knowledge on how to work with handicapped children.

Table VII

Post Pre-school/kg School Attendance

<u>Graduating</u>	<u>Number</u>	<u>Attend Percentage</u>
Government School	219	62
Private School	39	11
UNRWA School	32	9
Either Government, Private or UNRWA	63	18
Total	353	100

Administrator Information

As has been shown above, the majority of pre-schools/kgs are not independent but are affiliated with various organizations, institutions, and unions. In order to ascertain data concerning the type of supervision that existed within pre-schools/kgs of a certain organization, pre-school administrators were interviewed when possible. In many instances this proved to be a difficulty because of the "inavailability" of an administrator. This occurred for a number of reasons : -

- 1 - Lack of an administrator in 7% (24 sites) that were visited.
- 2 - Teachers were unable to provide the means of contact with their administrator due to a lack of contact.
- 3 - Administrator(s) failed to provide meeting times with field researchers.

It was quite apparent that there was a lack of organizational / administration contact between many pre-school teachers and their administrators. This was expressed by the teachers inability to contact their administrators; inability to state when / where their next meetings would be, and hesitancy or lack of knowledge concerning their administrators.

Over half of the 353 pre-schools/kgs visited reported that they had an administrator. (See Table VIII). 214 sites (61%) reported that they had an administrator. In almost 30% of the sites visited the teacher herself was also the administrator. In 11% of the sites there was no administrator. Data concerning administrators was hence compiled only for those 214 sites which reported having an administrator other than the teacher herself.

Table VIII provides a profile of the academic and experience backgrounds of these administrators. The majority of administrators only had highschool degrees or 1-2 year diplomas (not necessarily in the field of early childhood education). There was a lack of indepth knowledge in the area of pre-school/kg development. This was typically expressed by many teachers who noted that the administrators rarely were involved in the day to day dynamics of the pre-schools/kgs. In addition to academic background, administrators were questioned about their current experience as pre-school/kg administrators. Eighty-five administrators (44%) reported that they had 3 years or less experience in this field. The remaining 119 administrators had at least 4 years of experience or more.

Administrators were requested to supply detailed information concerning the number and type of seminars they had taken concerning pre-school education.

Almost 60% of the administrators (122) reported that they had never attended any such seminars. The remaining 92 administrators (43%) reported having had between 1-6 pre-school education seminars but were unable/unwilling to supply information concerning the who / where / what of these pre-school seminars.

Overall, the data collected on pre-school administrators seems to indicate that these individuals are not well-acquainted with the field of early childhood education. This is not surprising since their are few institutes of higher education on the West Bank which provide such a background. In addition, due to the lack of trained and experienced personnel in this realm, many pre-school/kg teachers are not being

provided with the support and direction that is required to maintain a healthy functioning pre-school/kg. Furthermore, the lack of insight into the proper handling of pre-schools/kgs by administrators may be one reason for so many pre-schools/kgs maintaining very traditional and rigid teaching modes.

Administrative Information

Data collectors were instructed to obtain information/data directly from the administrator where possible. This posed a problem for the data collectors because administrators tend to be "very busy" and inaccessible for interviews or were located in sites other than the pre-schools. Most of the data concerning administrators was hence provided by the pre-school teacher. Data collectors stressed to the teachers the importance of providing information concerning their administrators only if they were certain of its validity.

Table VIII

Administrator of Pre-schools

Of the 353 pre-schools visited :

- | | |
|-----------|--|
| 149 - 42% | reported having a female administrator |
| 41 - 12% | reported having a male administrator |
| 99 - 28% | reported that the pre-school teacher also served as the administrator |
| 24 - 7% | reported that there was no "administrator" however they had a supervisor, coordinator, or another person who followed up their work. |
| 40 - 11% | did not reply. |

Educational Level of Administrators : -

The following information refers to administrators (female, male, supervisor, coordinator, etc ...) but excludes pre-school teachers who also stated that they were the administrators of their own pre-school.

Out of 214 administrators : -

- | | |
|----------|---|
| 2 - 1% | had no high school degree |
| 56 - 26% | had high school degrees |
| 81 - 38% | had diplomas (not necessarily in the field of pre-school education) |
| 60 - 28% | had a bachelor's degree or above |
| 15 - 6% | no reply |

Experience Level of Administrators : -

27	-	12%	1 year or less of experience
68	-	32%	between 1 to 3 years experience
64	-	30%	between 4 to 10 years experience
34	-	16%	between 11 to 20 years experience
21	-	10%	between 21 to 40 years experience

Administrative Seminars : -

Administrators were asked to report the number and nature of seminars / sessions they had taken concerning pre-school education. More than half of them had taken no such seminars, of those who had taken seminars none of them were able to supply the title or exact nature of the seminars.

122	-	57%	no pre-school education seminars
58	-	27%	1 - 4 pre-school educational seminars
34	-	16%	5 or more pre-school education seminars

Administrator-Teacher Relations : -

Interactions between the administrator and pre-school teachers was examined by noting the frequency of meetings held between both parties. There was an absence of contact (meetings) between administrators and teachers in 25% of the cases (54 pre-schools). The remaining 160 administrators reported meeting with their teachers :

	<u>Pre-schools</u>	<u>Percentage</u>
1 meeting / year	58	36%
2-3 meetings / year	24	15%
4 meetings / year	65	41%
5 or more meetings / year	12	8%

Pre-school/kg Teacher Information

On each site visit, the data collectors tried to meet with every teacher and collect data from each teacher available. This was not always possible, since many teachers were unable to leave their classrooms unattended or were absent when the researcher visited the site. In most instances, the teachers were somewhat alarmed by the presence of a data collector and would initially be hesitant in supplying data. However, the data collectors typically spent time establishing a rapport with teachers in order to ease their fears and aid them in ascertaining the needed data. At the end of the session, most teachers expressed their appreciation that an interest was being taken in pre-school education.

This study covered 353 pre-schools/kgs with 895 teachers. This allows for an average of 2.5 teachers per site. Slightly over half of these teachers provided information to the data collectors. The following information hence represents 497 teachers (55%) of those teachers who work at the sites visited. (See Table IX).

The teachers were requested to provide information concerning their educational background. Two hundred twenty eight (228) teachers (45%) reported having finished high school although many had not successfully passed their matriculation examinations. The next largest category of teachers (157 - 32%) reported that they had completed high school and had attended 2-year training institutions. These teachers frequently held diplomas in such areas as hairdressing, secretarial work, weaving, sewing, and in a few cases pre-school education. It is interesting to note that many of the teachers holding 2 year diplomas had not wanted to be pre-school teachers. However, due to the lack of work in their field of interest or their inability to leave their home environment they had accepted work as teachers.

Slightly over 10% of pre-school teachers reported that they had not completed high school. Data collectors frequently asked these teachers if they felt that their lack of education impeded them in their ability to work with young children. Interestingly, many of these teachers were likely to report that they did not feel bothered or encumbered by their lack of education. They also tended to consider work with young children as very routine, simple, and uncomplicated. Naturally, these same teachers were also likely to teach children using very traditional methods and in many instances used 1st grade textbooks as the basis for their "class lessons". However, many of these same teachers expressed a desire to participate in courses that could enrich their teaching capabilities.

The remaining 10% of the teachers surveyed held bachelor's degrees. Their degrees covered a wide range of fields from archeology to chemistry to education. It is important to note that very few had any educational/academic training in the field of early childhood education.

Teachers were also asked to supply the data collector with information concerning the number, type, and duration of pre-school inservice training courses they had attended. This information is relevant because it provides a more complete picture of the teachers' training in the area of pre-school education. Almost 40% of the teachers had never attended a pre-school inservice training course. Approximately 50% of the teachers reported participating in 1-3 training courses. Only 15% of the teachers had participated in 4 or more training courses.

This information can be deceiving unless one is aware of the fact that the majority of these "inservice training courses" lasted from one day to two weeks on the average. This is a very limited amount of

time to provide minimally trained teachers with a certain level of expertise. Furthermore, the lack of qualified, well-trained personnel in the area of early childhood education sheds some doubt on the quality of these courses. The majority of teachers expressed a desire to participate in inservice training courses. They realized that they were lacking in expertise and wanted information and knowledge on the theoretical and practical basis of working with children.

This request is important in light of the fact that over 45% of teachers had less than 3 years of experience working with children. There was a high turnover rate of pre-school teachers. This is in part due to the lack of "professionalism" in this field. Many teachers are young and accept work as pre-school teachers as means of employment and not in global terms of a career. Hence, when they marry or have children they immediately leave work. In addition, a number of teachers stated that they would leave their work if they found a better paying job. This is a problem because teachers' salaries are very low even when compared with the local salaries available in the West Bank.

Almost 25% of the teachers had between 3 - 5 years experience. These teachers were most often employed in pre-schools affiliated with private schools and institutions. This may in part be contributed to the fact that they receive better wages and are better motivated to work because of their association with the school system. This also applies to the remaining 28% of teachers who had at least 6 years of experience or more. Regardless of the number of years of experience, all teachers were minimally-trained either academically (professional degree) or through pre-school inservice training courses.

Teachers were asked to describe how they were selected to be pre-school teachers. The majority reported that they had been interviewed by an administrator. However, the teachers stressed that these interviews were not structured and in many instances they did not have to provide the administrator with official degrees, diplomas or even proof of previous work experience. This is not surprising in light of the previous data which indicates that the majority of teachers are young women (18 - 24 years) who are likely to have only a high school degree and no previous work experience. In some cases (18%) the teacher was a personal acquaintance of the administrator and on this basis she was offered a position as a teacher.

Teachers were somewhat surprised by this question. They felt that being selected a teacher was not very difficult or important. Many of the teachers stated that administrators were always looking for pre-school teachers and had few criterion for selecting individuals to work as teachers. Some of the more experienced teachers stated that they had seen so many teachers "come and go" that they felt that a teacher's position was somewhat like a temporary post. This is an essential problem that must be dealt with. It is important that teachers begin to view their work with young children as a career and not simply as a pastime.

Additional data concerning the availability of teachers' aides was requested. Almost 75% of the teachers reported having no assistance in the classroom. On the average there are 26 children to one teacher. This is a very high ratio of teacher : children. In effect many of the teachers spent a majority of their time aiding children in toilet use, dressing, and routine health maintenance programs. This takes considerable time and effort on the part of the teacher who would benefit if an aide was available. The remaining 25% of the teachers reported having an aide available and were satisfied with her services. Many of the aides stated that they would like to become teachers if a position became available. Furthermore, some of the teachers noted that they themselves had been aides before becoming teachers.

Table IX

Pre-school/Kg Teacher Information

Pre-school teachers provided the primary source of information for data collectors. Upon each pre-school site visit, the data collector tried to obtain data from each teacher available at the site. This was not always feasible because of teacher absenteeism or the inability of the teacher to leave the classroom and children unattended.

The following data was collected from a total of 497 teachers. The overall number of reported teachers was 895. Hence, this report represents 55% of the West Bank pre-school teachers.

<u># of pre-school teachers/site</u>	<u># of sites</u>	<u>%</u>
1 teacher	103	29
2 teachers	58	16
3 teachers	107	30
4 teachers	29	9
5 or more teachers	56	16
Total	353	100

This accounts for a total of 895 pre-school teachers at the 353 sites visited. There are an estimated 23,648 children in these pre-schools. This allows for a ratio of 1 teacher : 26 children.

<u>Educational level/degree</u>	<u># of teachers</u>	<u>%</u>
No high school degree	59	12
High school degree	126	25
- H.S. degree + Literary Tawjihi	75	15
- H.S. degree + Science Tawjihi	27	5
Diploma *	157	32
Bachelor's Degree **	51	10
Master's Degree	2	1
Total	497	100

- * Diploma - a 2 year period of training after the pre-school degree. Teaching/training could be in a number of different areas, eg. pre-school education, secretarial work, weaving, sewing, hairdressing, etc... .
- ** Bachelors degree - no universities on the West Bank offer degrees in pre-school education. Therefore, teachers holding B.A degrees could have studied any field that might (in many instances) be unrelated to her work with children.

<u>Years of pre-school experience</u>	<u># of teachers</u>	<u>%</u>
Less than 3 years	229	46
3 - 5 years	128	26
6 years or more	140	28
7 - or more years	66	13
	497	100

<u># of pre-school in-service courses</u>	<u># of teachers</u>	<u>%</u>
0 courses	190	38
1 course	91	18
2 courses	97	20
3 courses	45	9
4 courses	31	6
5 or more courses	43	9
	497	100

- * The majority of these "inservice courses" covered topics ranging from early childhood developmental stages to behavioral problems. The duration of the courses ranged from 1 day to 2 weeks on the average.

<u>Teacher selection criterion</u>	<u># of teachers</u>	<u>%</u>
Interview by administrator/coordinator	328	66
Personal acquaintance of administrator/teachers	87	18
Past student of the educational institution	4	1
Attire suitable with Islamic Shari'a	3	<1
Member of Woman's Committee	3	<1
Other	32	6
No reply	40	8
	497	100

<u># of teacher's aides / site</u>	<u># of cases</u>	<u>%</u>
Aide available	85	24
No aide available	257	73
No reply	11	3
	353	100

<u>Private room for teachers / site</u>	<u># of cases</u>	<u>%</u>
Room available	75	21
No room available	268	76
No reply	10	3
Total	353	100

Pre-school Environment and Equipment

Upon each site visit, the data collector was instructed to tally the availability of equipment, furnishings, and material available in the pre-school/kg. The data collector also examined each room of the site to determine its size, number of windows, and physical layout. During these site visits or "inspections" as they were perceived by the teacher, the data collector frequently discussed the situation with the teacher(s). Most were disparaged by the lack of a suitable environment and materials to work with children. Many noted that they had tried to improve the situation but due to lack of funds they were unable to accomplish much.

Table X provides a breakdown of classroom furnishings, physical environment, and source of heat. On the average each site had approximately 3 rooms that were being used as classrooms, that is the majority of all rooms excluding the kitchen were put to use as classrooms. The vast majority of pre-schools/kgs were located in homes. These sites were rented to the various organizations, unions, committees to be used as pre-schools/kgs. However, most home owners requested that changes not be made in the site itself. This is a problem, because bathrooms and kitchens rarely meet the present needs of young children. Most of the appliances are out of the child's reach. Similarly, many of the rooms are separated by one another. Teachers are unable to supervise children in two different rooms simultaneously. However, as previously noted some teachers still conducted two classes (with great difficulty). This situation could be alleviated if a wall or opening was made between the two rooms. However, many of home owners preferred that these types of alternations not be made.

Another problem with the present location of many pre-schools/kgs was the constant threat of eviction. Many teachers reported that their landowners frequently threatened eviction. Factors leading to this situation included: failure to pay rent, misuse of property, children making loud noises, landlord wants to use the home for another purpose. Teachers were naturally dismayed at this situation and noted that if possible, administrators should try to build their own pre-schools that fit requirements necessary to ensure the well-being of children.

Data collectors noted that they "sensed" a feeling of crowdedness in the classroom. The general picture that is depicted by their observations and the data collected point to classrooms set up in a

traditional, academic format. There was an emphasis of placing children on chairs or benches with a table in front of them. In the majority of classes visited, the data collector reported that children sat at these tables for almost the entire school day except for their playbreak out of doors.

The data in Table X indicates that there are almost 22,000 chairs in these classrooms. If one compares this with the number of children counted in the classrooms there is a discrepancy (lack of) 1,582 chairs for these pre-school children. However this may not be a problem since some pre-schools had set up alternative seating arrangements for children like mats, rugs, and floor coverings, or a double shift pre-school/kg.

Children seated at the tables appeared to be crowded and unable to move freely while at their seats. As previously mentioned, there is only an average of 0.88 meters per child per classroom. This ratio exemplifies the crowded atmosphere of most sites visited. This is due to the small size of the tables and crowding the number of children per table. Teachers seemed to be unaware of the necessity of providing children children with lots of "elbow room" and the ability to move around freely. In many instances a child or his chair would fall over when the child attempted to stand. Chairs were also used to store a child's coat and belongings. Very frequently the child's school bag would be hanging from his chair. When the child arose the chair would tip over and the child would have to pick things up. This situation was repeated many times daily. Many of the teachers had not even thought of putting up wall hooks to accomodate these needs.

General furnishings within the classroom were sparse. Many of the classrooms did not have floor coverings that provided the children within a comfortable and warm place where they could sit and play. Although three-fourths of the classrooms had some type of floor coverings these were usually plastic or wicker-type mats or blankets (see Table X - Rugs). The lack of suitable seating and play areas in most pre-schools/kgs was easily noticeable. Teachers were often times at a loss on how to make their sites "cosy" and warm.

This problem was further compounded by the lack of appropriate heating sources. Over 50% of the sites reported no heat source available. The remaining 45% reported having either electric heaters, kerosine heaters or central heat available. The majority of data was collected during the cold months of the West Bank (i.e. December through March). Data collectors reported that the majority of children remained dressed in their winter coats during their visits. Naturally, this would hamper their ability to move around freely. Teachers noted that some parents were hesitant to send their children to pre-school during cold weather because of the scarcity of heat provided in the pre-schools. This was evident in the reduced attendance rate during the above mentioned cold months.

Other basic necessities that were examined included the availability of open shelves and locked closets within classrooms. Many of the pre-schools/kgs did not have open shelves and locked closets within classrooms. Many of the pre-schools/kgs did not have open shelves on which children's toys, games, and equipment were stored. In those sites which did have shelving available they tended to be placed out of the child's reach. Many teachers expressed surprise that shelves and children's games should be placed within the child's reach. There was an apparent effort by the teacher to place things out of the child's grasp so that things would not be broken or misused. Most teachers took it upon themselves to distribute the games and activities to children.

Most pre-schools/kgs should have locked closets in which to store materials that do not belong in children's hands (i.e., sharp scissors, dyes, chemical cleaners, etc.). Unfortunately, over two thirds of the sites visited had inadequate storage sites for these types of materials.

In general, few of the pre-schools/kgs visited could be considered to be ideal sites for pre-schools. The vast majority consisted of the bare minimums only. This trend applies not only to the basic furnishings within the site but the building itself. Walls were frequently in need of paint and repair. Floors were often not tiled and carpeting (where available) did not provide sufficient protection from the cold. Some of the sites visited had broken windows and others had windows that were in need of repair (i.e., metal or wood rottings). These simple types of repairs were perceived to be major problems by many teachers because they lacked the financial resources to provide for the repairs. These deficiencies resulted in some teachers and children feeling uncomfortable while in the pre-school.

Table X

Pre-school Environment and Equipment

Total number of classrooms =	957
Average number of classrooms per site =	2.7
Average area of a classroom =	22.9 meters
Average amount of space per child =	0.88 meter
Total number of rooms at all sites =	1019
Average number of rooms per site =	2.9
Total number of chairs at all sites =	21,886
Number of pre-school children with no chairs =	1,582
Total number of tables at all sites =	4,589
Average number of children per table =	5.1
Total number of windows =	1934
Average number of windows per room =	1.9
Number of rooms with no window =	15
Total # of sites with eating/dining room =	75

<u>Classroom Furnishings</u>	<u>Total Amount</u>	<u>Average/Classroom</u>
Chairs	21,886	22.9
Tables	4,589	4.8
Rugs	695	0.7
Open Shelves	515	0.5
Locked Closets	258	0.3
Additional Furnishing	256	0.3

<u>Heat source</u>	<u># of sites</u>	<u>Percentage</u>
Central heat	11	3
Kerosene	46	13
Electric	98	28
Other	3	1
None	195	55
	-----	-----
Total	353	100

Educational Material and Equipment

An essential part of any pre-school/kg is the material which is available for use by children. Data collectors attempted to survey and tally all equipment and materials available at each site. (See table XI).

In most pre-schools/kgs there was a paucity of materials available for use by children and teachers. Teachers frequently complained that they had few resources to work with. This condition can be attributed to the poor financial state that these teachers work within and the lack of suitable materials that could be purchased from the market. Approximately one-fourth of all sites visited had less than 3 or 4 educational games and books appropriate for use by 3 - 6 year olds. In addition, those materials available were frequently worn out by use and had parts missing. In some instances teachers tried to improvise their own materials but these were typically lacking in quality.

A primary example of the problems faced by teachers was children books. Few of the books found at pre-school/kg sites were developmentally appropriate for children under 7 years. Very few picture books with content material appropriate for younger children were to be found. In addition a large number of the books available were in foreign languages (i.e., English, French, Italian). Naturally the teachers could not understand these books let alone the children.

Although 62% of the sites reported having a "library", the data collectors only found 36% with at least 20 children's books actually available. As mentioned above, these books were typically of low-quality and developmentally inadequate for use.

Another common problem that was observed in site visits was difficulty in using the material. For instance 152 sites (43%) reported having cassettes of children's songs and/or stories. However, less than 10% had a functioning tape recorder at their disposal. Furthermore, there were many games that had been purchased which were either in Hebrew or English. Teachers could not read the instructions so they did not know how to use the games. In these instances, the teachers would frequently shelve the material and hence the children were left without games and learning material.

Although three-fourths of the pre-school sites did have "some" toys available for children, the actual number of such "toys" only averaged 2.7 toys/games per site. This number is very low if one remembers that there are approximately 35 children per site. This category included bikes, stuffed animals, matching games, memory games, clay, crayons, and other related materials.

A major emphasis of many pre-school/kg teachers was in the area of academic development. In many of the pre-schools (approximately 70%) children were required to purchase a workbook that was available in the local market. These workbooks usually emphasized counting, alphabets, and simple concepts. Teachers relied heavily on these workbooks, even though workbooks were very traditional teaching tools and failed to provide adequate resources for the acquisition of such concepts. Teachers dependence on these materials can be related to their own lack of knowledge and expertise in the area of pre-school education and the added burden of few other resources.

Teachers endeavoured to provide children with worksheets to facilitate the use of workbooks. However in the vast majority of sites visited these worksheets were lacking. Worksheets were either adapted from "foreign" sources and the content material was irrelevant to Palestinian society (i.e., children shopping in a mall or playing in snow that was very deep). The artistic quality of these worksheets was very poor and in many instances it was difficult to ascertain what was being portrayed. Also, the lack of a well-coordinated series of developmental worksheets was clearly evident. Teachers might have a worksheet for teaching the concept of "1" but then they had nothing for 2, 3, 4, ... etc. In some cases, the teachers received these worksheets from their supervisors with no supervision on how to use the worksheets effectively. Many teachers would then simply distribute the worksheets to the children and allow them to do as they wished. There was little guidance on using the worksheets effectively. Naturally, some sites did have well-trained teachers who coordinated the use of workbooks, worksheets, and class games in an effective learning program. However, these sites were the exception to the rule.

In order to ascertain data on teacher-support materials, the data collectors examined the number of educational books available for use by teachers. Almost 50% of the teachers reported having educational books at their disposal. The majority of these books were in Arabic. They also tended to cover general topics of child development. There were few practical books available on methods of working with children and appropriate materials and usage of materials with children. Seventy percent of those sites reported having teacher-learning material had less than 5 books. Teachers frequently reported that the information found in these books was "too theoretical" for them and asked the data collectors to bring them material if possible. There was a clear desire, on the part of the teachers, to obtain practical information concerning pre-school education.

In addition to the above materials, the data collectors tallied the number of mechanical equipment found in the pre-schools/kgs. These items included tape-recorders, overhead projectors, slide/film projectors and videos. In the majority of instances these equipments were found in sites which were affiliated with either a school or a large organization. Hence the pre-school/kgs teachers had these materials available for their use, also. Tape recorders were available in 50 % of the sites, but only 10% were in working order. Approximately 25% of the sites had slides/film projectors available, but few had slides/films suitable for young children. Less than 10% had videos. The majority of video sets were found in the Nablus vicinity. Approximately 60% of the teachers who reported having mechanical equipment at their disposal had difficulty using this equipment, hence rendering their use ineffective.

Outdoor environment and equipment (See Table XII) was also included in this study. The use of space surrounding the pre-school can be of tremendous value when used in an effectual manner. Fortunately over 90% of the sites visited had ample outdoor space for use. However, the suitability of this space was not being used effectively in some cases. Problems were due to lack of cleanliness, terrain that was physically hampering ... , sloping grounds, rocks, mud, ... etc. Over 60% of the outdoor play spaces were located near a street. This was a problem because children would frequently leave the grounds if unattended. In addition the closeness of the outdoor play areas to passersby, restrained many teachers from participating with children while outdoors. Teachers were hesitant and reluctant to "play" with children for fear that others would see them and make fun. Data collectors reported that in the vast majority of sites visited the children played by themselves as a teacher stood by observing their behaviour and only interacting if a problem arose.

The most common outdoor play equipment was a swing. These swings varied from those made commercially to a tire hanging from a tree. Maintenance of equipment was a major problem with the majority of outdoor equipment. This problem was further compounded by the use of outdoor equipment by older children from the neighborhood who used the

equipment after school hours. Other available outdoor equipment included seesaws, sand, and/or water which was available in almost 35% of the sites. This figure is misleading since these materials were not readily accessible for use by children. For example, there might be an outdoor water source but teachers did not provide a water-holder or tools to play with.

In summary, approximately 20% of the pre-schools/kg visited had educational materials and equipment that were sufficient, adequate, and suitable for use by pre-school children. The remaining sites had deficiencies that ranged from sheer lack of resources to inappropriate usage of materials. An average pre-school/kg site included tables, chairs, crayons, paper (not always available), 3 toys, 2 books (frequently suitable for older children) with an outdoor area that was in need of resurfacing, fencing, and outdoor play equipment.

Table XI

Pre-school Educational Material

	<u>Yes</u>	<u>No</u>	<u>No Reply</u>
Pre-school library (1)	218(62%)	123(35%)	12(3%)
Borrow Books from portable library	42(12%)	258(73%)	53(15%)
Borrow books from local library	65(18%)	228(65%)	60(17%)
Pre-schools with no children's books	84(25%)	269(76%)	—
Pre-schools with 1 - 5 children's books	53(15%)	300(85%)	—
Pre-schools with 6 - 10 children's books	30(8%)	323(92%)	—
Pre-schools with 11 - 20 children's books	46(13%)	307(87%)	—
Pre-schools with 21+ children's books	140(40%)	213(60%)	—
Pre-schools with children's cassettes	152(43%)	200(57%)	(1)(>1%)
Pre-schools with toys for children (2)	199(56%)	79(22%)(3)	—
Pre-schools with models/puzzles for children	186(53%)	167(47%)	—
Pre-schools with films for children	79(22%)	274(78%)	—
Pre-schools with children's worksheets (4)	220(62%)	133(38%)	—
Pre-schools with teacher's worksheets	181(51%)	170(48%)	(2)(>1%)
Pre-schools with pictures on the wall	215(61%)	138(39%)	—
Availability of : -			
Educational books for teachers/sites (5)	175(49%)	178(51%)	—
/ 1 educational book available	45/175(26%)		
/ 2 - 5 educational books	78/175(44%)		
/ 6 -10 educational books	33/175(19%)		
/ 11+ educational books	19/ 75(11%)		
Tape recorder available	168(48%)	185(52%)	
Overhead projector available	51(14%)	302(86%)	
Slide/film projector available	95(27%)	258(73%)	122(35%)
Video available	34(9%)	319(91%)	—
Possibility of borrowing equipment	114(32%)	117(33%)	122(35%)
Difficulty in obtaining equipment	163(46%)	106(30%)	84(24%)
Difficulty in using the equipment	167/264(63%)	97/264(37%)	
Place to store equipment/materials	131(37%)	222(63%)	

- 1 These libraries often consisted of only 2 - 3 books.
- 2 Average number of toys / pre-school = 2.7.
- 3 These 79 sites consisted of little more than a few chairs and tables and bare walls.
- 4 These worksheets were oftentimes unsuitable for use by children.
- 5 The majority of these educational textbooks (85%) were written in Arabic.

Table XII

Outdoor Environment and Equipment

	<u>Yes</u>	<u>No</u>	<u>No Reply</u>
Pre-schools with outdoor play areas	328(93%)	25(7%)	——
Average area of outdoor play area = 198 m(1)			
- Outdoor play area located near the classrooms	306(93%)	22(7%)	NA
- Outdoor play area located near the street	200(61%)	128(39%)	NA
- Outdoor play area fenced in (2)	233(71%)	95(29%)	NA
Pre-school outdoor play equipment :			
- Swings	165(47%)	188(53%)	——
- Seesaw	116(33%)	237(67%)	——
- Sand	136(39%)	217(61%)	——
- Water	120(34%)	212(60%)	——
- Additional Equipment	141(40%)	212(60%)	——

-
- 1 This was an estimate given by the teacher.
 - 2 Many of these fences were simple stone walls that were falling apart. They offered little protection to children who could enter and exit the premises as they desired.

Water Availability and Facilities

Most pre-schools had a water supply. However, in most cases running water was only available in one room, either the kitchen, bathroom, or outdoor faucet. The majority of physical facilities available were not suitable for use by children. The water source was either located far beyond the reach of the child or in many instances was closed by the teacher so the child would not "play" with the water or make a mess. It is important to distinguish between the "availability of water" and its usage. For example, in many of the village pre-schools there was a water source. However, the water was either infected with worms or was located out of a child's reach. Teachers failed to remedy these situations in approximately 30% of the sites visited. Hence children would use the bathroom but not wash hands because the faucet was located in the kitchen and they were not allowed to use the kitchen. Or else the water pipe was located outdoors and the teachers did not supervise its use by the children. Another problem was that the water source was frequently shut either by the water department for failure to pay charges or by the owner of the building who wanted to save costs.

The necessity and importance of water facilities suitable for use by children is an urgent need that requires both physical adjustments and educational awareness on the part of teachers and the community. This situation is highlighted by the data which indicates that there is approximately only 1 toilet per 40 children.

	<u>Yes</u>	<u>No</u>	<u>No Reply</u>
# Pre-schools w/water available for use (1)	308 (87%)	43 (12%)	2 (1%)
Sink(s) available in pre-school (2)	242 (69%)	102 (29%)	9 (2%)
1 indoor bathroom available	63 (18%)	290 (82%)	—
2 or more indoor bathrooms	142 (40%)	211 (60%)	—
Outdoor bathrooms 2 (3)	121 (34%)	232 (66%)	—
No bathroom facilities (4)	27 (8%)	326 (92%)	—

-
- 1 Many sites only had one water faucet located either in the kitchen or outdoors which supplied cold water only.
 - 2 Over 80% of sites visited had sinks which were unsuitable for a child's use because they were out of child's reach.
 - 3 10 sites had outdoor bathroom facilities which consisted of little more than a hole in the ground.
 - 4 Teachers with no bathroom facilities in their pre-schools oftentimes sent the child home or to a neighbor if he had to use the bathroom.

Health, Nutritional and Sanitary Services

Pre-school health conditions were examined by noting the availability and frequency of doctor visits and emergency aid kits in the pre-school (See Table XIII). Teachers were somewhat surprised by these questions because they did not believe that it was their responsibility to follow-up children's health status. They also noted that they knew relatively little about child health problems so that they were not able to deal with such issues. Few of the teachers had kept records of children's immunizations, visual or hearing disorders. The most commonly stated health problems were head lice and skin diseases.

Table XIII

Pre-school Health Services

	<u>Yes</u>	<u>No</u>	<u>Missing</u>
Medical services available	207(58%)	130(37%)	16(5%)
Provider of medical services : -	<u>Yes</u>	<u>No</u>	
- Doctor On Duty (1)	97 (27%)	256 (73%)	
- Outclinic Services (2)	41 (12%)	312 (88%)	
- Nurse	10 (13%)	343 (97%)	
- Other medical service	61 (17%)	292 (83%)	
- No medical service	129 (37%)	224 (63%)	
- Missing	15 (4%)	339 (96%)	
	<u>Yes</u>	<u>No</u>	<u>Missing</u>
Emergency Aid Kit available (3)	252(71%)	95(27%)	6(2%)

-
1. Doctor On Duty: This category covered the availability of a doctor on the site. Many pre-schools are part of a larger organization that may include medical services. However in most cases the doctor is on call 1 - 2 days per week only, or after 12:00 when the children leave.
 2. Outclinic Services were most commonly reported in pre-schools located in refugee camps. Some village doctors also offered their services to pre-school children.
 3. Emergency Aid Kits consisted of little more than bandaids and alcohol.

Nutritional Services : -

Pre-school teachers were asked to report on a number of questions concerning the provision of food supplies to children and the availability of an eating area and appropriate facilities (See Table XIV). In most instances children's worktables were used for eating purposes. If meals were supplied they most frequently consisted of sandwiches although some sites (especially charity organizations and sites located in refugee camps) provided hot meals. Most schools had a half hour "brunch" break at 10:00. Children would eat sandwiches they brought from home.

TABLE XIV

Pre-school Nutritional Services

<u>Nutritional source</u>	<u>Yes</u>	<u>No</u>	<u>Missing</u>
Milk (1)	82(23%)	261(74%)	10(3%)
Sandwich	126(36%)	224(63%)	3(1%)
Hot meal (2)	102(29%)	244(69%)	7(2%)

<u>Eating / dining area</u>	<u>Yes</u>	<u>No</u>	<u>Missing</u>
<u>Pre-schools</u>	75(21%)	259(73%)	19(6%)

Sanitary Services : -

This area of the pre-schools alarmed many of the data collectors. They were surprised at the number of sites that failed to provide a clean, healthy environment for the child. This was noted in bathrooms that had "shut-off" water supplies, no toilet paper, and flies swarming over the toilet facilities. In addition many of the toilet facilities were unsuitable for use by children because they were built for adult use only. Teachers, on the average, did not attend to the needs of children using bathroom facilities either. Children were infrequently instructed on how to use these facilities and were left to adjust and adapt to these situations on their own. Some teachers provided children with aid in using the toilets but in most cases they would treat the child as if he/she was incapable of doing anything on his/her own. Teachers also expressed the view that they did not feel that it was their responsibility to monitor the child's sanitary habits. As a matter of fact, they stressed the point that a child's acceptance into pre-school was often contingent upon the child's ability to care for him/herself (See Table XV).

1. Data collectors reported that they never saw milk available at any of the sites visited.
2. Hot Meal : This category is somewhat misleading. A "hot meal" could be a boiled egg and bread or fried spam. In rare instances did any of the pre-schools report that children received soups or hot dishes of food.

In regards to sanitation of the toilet facilities teachers were asked to state how often this room(s) was cleaned weekly. The accuracy of these responses is highly suspect since most pre-schools had very unclean bathrooms.

Table XV

Pre-school Sanitary Conditions

Rendering sanitary services
to child (1)

Yes	No	Missing
176(50%)	158(45%)	19(5%)

of pre-schools who aid
child in toilet use

	# pre-schools	%
Teacher	91	26
Teacher's Aide	30	8
Janitor / Cleaner	40	11
Another Child	24	7
No One	154	44
Missing	14	4
	353	100

Frequency of cleaning
toilet facilities

	# pre-schools	%
Daily	296	84
Bi- Weekly	29	8
Never	28	8
	353	100

Parental Involvement : -

Unfortunately teachers reported a difficulty in establishing a rapport with parents. In part, this problem arises because teachers are unaware and unfamiliar with methods of parent and community involvement. Teachers realize that parents should be aware of their child's progress but have difficulty conveying this message to the parents. In addition, some teachers expressed concern that parents might belittle their work so they feared interacting.

Parental meetings were held at many sites. However, frequently these meetings were little more than gatherings in which the children sang songs. Teachers did not set up well-planned meetings to discuss school issues or a child's progress. Teachers tended to down play the

-
1. This refers to aiding child in using toilet, washing hands, fastening clothing, etc.

necessity of having parent meetings. They noted that interested parents (most often the mother) would "pop" in the pre-school and ask about her child. This behaviour would disrupt the class but the teachers were hesitant in preventing parents from doing so. Even if teachers did schedule parent meetings many failed to keep developmental files on the children, hence the meetings would only serve to give the parents a general idea of their child's progress.

<u>Frequency of parental meetings</u>	<u># pre-schools</u>	<u>%</u>
Annually	33	9
Biannually	41	12
Only in emergency situation /		
Individual basis	207	59
Monthly	21	6
No meetings	28	8
Missing	23	6
	353	100

Pre-school Attendance and Transportation Conditions

Pre-school Administrative issues include the method of transportation or arrival/departure from the pre-school/kg and school week schedule (See Tables XVI and XVII) . The majority of sites (67%) were located in the centre of the village, city or camp. Therefore, most of the children (65%) came to the pre-school/kg walking unaccompanied by neither parents nor siblings. This can be a dangerous situation as most of the sites are located in the centre of town where there is traffic. Less than 15% of the pre-schools had bus service. This deficiency is due to the high cost of transportation which neither parents nor pre-school administrators could afford. The remaining children (30%-7000) were accompanied by parents and/or other family members by car or walking.

The vast majority of pre-schools (80%) were open 6 days a week and closed on Friday. The remaining pre-schools typically closed on Fridays and Sundays. These pre-schools/kgs were usually affiliated with Christian schools. There is an average of 200 school days per year. Most teachers had difficulty stating how many days of attendance there were per year. (This situation has changed with the Intifada, since schools also close on strike days) .

Approximately 75% of all pre-schools begin their day at 8:00 a.m. Some pre-schools (22%) were opening at either 7:00 or 7:30 in order to allow working parents to bring their children in early so they could then go to work. Many teachers complained that parents failed to respect the school start time and would send their children to class late. Teachers noted that this was a sign that many parents failed to take the pre-schools seriously. Another problem that was encountered by the data collectors was the tardiness of teachers. Many times the data collectors would arrive at a pre-school by 8:00 and children would have arrived but the teacher was late.

Most pre-schools (58%) closed at 12:00 with 30% staying open until 12:30 or 1:00. Teachers stated that 4 hours was sufficient for pre-school/kg children. However, with the number of working women increasing there was a reported need to keep facilities open for longer periods of time. Changing trends seem to indicate that pre-schools/kgs should be developed into holistic units that can provide children with a sound education and socially, emotionally, and physically healthy and stimulating environment. At the present time many of the pre-schools/kgs can be described as 4 daily hours of child minding.

Table XVI

Pre-school Attendance and Transportation Conditions

<u>Means of transportation for children</u>	<u># of pre-schools</u>	<u>%</u>
Walking (unaccompanied)	231	65
Bussing	49	14
Family : walking or with car	11	3
Walking + by bus	16	5
Walking + with family	19	5
Walking, bussing, family	12	3
Other	14	4
No reply	1	>1
	353	100

<u>Location of Pre-school</u>	<u># of sites</u>	<u>%</u>
In Centre of village, city, or camp	237	67
On the outskirts of village, city, or camp	116	33
	353	100
Total		

Table XVII
School Week Schedule

<u>Day(s) off</u>	<u># of days off</u>	<u># of sites</u>	<u>%</u>
Friday	1	282	80
Sunday	1	1	>1
Friday + Sunday	2	69	19
Thursday + Friday	2	1	>1
Total		353	100

<u># of school days / year (1)</u>	<u># of sites</u>	<u>%</u>
75 - 150 days	4	1
151 - 200 days	126	36
201 - 250 days	97	27
251 - 300 days	65	18
301 - 365 days	61	17
Total	353	100

<u>Pre-school morning start time (2)</u>	<u># of sites</u>	<u>%</u>
7:00 a m	19	6
7:30 a m	56	16
8:00 a m	258	73
8:30 a m	15	4
9:00 a m	5	1
	353	100

1. It was quite clear that most teachers were unaware of how many school days were in the year. Most of them stated that they took 3 month breaks during the summer months of June, July, and August. They also reported a one month semester break during January. The average number of school days per year was between 190 - 200 days. Note that a large number of teachers reported that they were open 7 days a week all year round. Of course, this is incorrect. This situation indicates the teacher's inability to comprehend the question and her lack of scheduling ability.
2. Teachers frequently reported that children did not come to the pre-school at the correct time. Many were late by 15 - 30 minutes.

<u>Pre-school day end time</u>	<u># of sites</u>	<u>%</u>
11:00 a m	3	1
11:30 a m	21	6
12:00 p m	205	58
12:30 p m	62	17
1:00 p m	38	11
2:00 p m	2	1
3:00 p m	14	4
4:00 p m	8	2
Total	353	100

Curriculum Development, Use, and Supervision

This area of pre-school curriculum development was sorely neglected in the vast majority of sites visited. Teachers were unfamiliar with the use of a curriculum and even had difficulty stating what a "curriculum" was. Most teachers did not understand the necessity of having a curriculum which could provide the broad guidelines, methodology, and scope of a learning program. Most teachers said they would prefer having a set program which would outline for them step by step what "things" or activities they should do with children. There was tremendous emphasis on the part of the teachers to find a set structure or format to use in their classrooms. This was clearly evident by the large number of teachers who used traditional learning materials that were applicable for 1st graders. They also preferred using academic workbooks that taught the alphabet and numbers. The absence of knowledge about early childhood development in the areas of social, emotional, physical, and cognitive growth was clearly evident because most teachers had difficulty answering questions relating to the aims, goals, and purposes of a pre-school. In most instances, teachers would select answers on a fairly random basis.

Supervision of many pre-schools was investigated by determining who supervised, what their qualifications were, and how often meetings or supervisory sessions were held. Once again, teachers responded that they had supervisors. Yet frequently they did not know who their supervisors were or how often they met with them. It was clear that there was disparity between the actual existence and efforts of a supervisor and what was taking place.

Implementation of a curriculum was examined by determining the types of records teachers kept on their children, the type of curriculum that was being used, how the parents were involved in the pre-schools, developmental research for children, and methods of evaluation. In many instances, the teachers expressed their concern that they were lacking in these areas both technically and academically. They reported that they knew little about record-keeping or note-taking. There was a clear message from the teachers that the majority of their time was simply spent trying to keep children "under control" .

The aims of pre-schools/kgs were typically defined by private, local organizations and institutions. In the majority of cases this group represented sites affiliated with the Unions of Charitable Organizations and private schools. Approximately 10% of the sites visited reported that their aims and objectives were imposed by private foreign organizations. This group includes private institutions which are supported by foreign sources, in some cases this includes private schools. An additional 10% of the sites surveyed reported that they received instruction by the Education Department which is under the supervision of the Israeli Civil Administration. Teachers expressed their chagrin at this situation but were compelled by their "supervisors" to follow the guidelines and aims imposed upon them. The remaining pre-schools received guidelines, aims, and objectives by either the various woman's committees, an individual (private) or were unsure.

When teachers were asked to select a "category" of aims that was predefined in the survey, they selected the most encompassing ones which stated aims to provide educational, academic, and social development taking into consideration individual differences. This group accounted for 39% of the sites.

An additional 44% stipulated that their aims were "educational and academic achievement only". This is an important item because it indicates the traditional outlook of most pre-schools/kgs which fail to take into consideration a child's total development and hence ignores the social-emotional aspects of an individual. Actually, a large majority of the sites focused considerable attention on academic achievement to the exclusion of social, emotional, and psychological development even though they did not report them.

Approximately 5% of the pre-schools/kgs reported that their primary aim was religious instruction. These sites were naturally sponsored by Moslem and Christian sources. The remaining sites (11%) reported that they aimed to promote individual differences, social development and/or religious instruction.

In order to examine the implementation of their aims teachers were asked to provide a copy of their curriculum if possible. In circumstances where teachers were unable to supply such they were asked to discuss their curriculum or identify its source. Approximately 40% of the teachers were unable to provide any information concerning their curriculum or stated that they had no curriculum and simply worked on a day to day basis making up lessons as they went along. This group of teachers stated that they usually provided lessons which were based on workbooks or 1st grade textbooks. They had no planned guidelines that directed their classroom actions.

In part this problem is due to the lack of supervision. In general, teachers' lack of training and experience in early childhood development are to blame. This is important when one remembers that the majority of teachers are high school graduates who have never had courses in this area of knowledge.

There were 124 pre-schools/kgs (35%) following the curriculum of the Union of Charitable Organizations. This curriculum is not broad based. It has tendency to depict weekly schedules of activities with primary emphasis in educational and academic achievement. Teachers are provided with a list of concepts which they must teach children. In many instances the concepts were randomly selected.

An additional 26% of pre-schools/kgs' teachers reported that they had a specified curriculum which was developed by the staff or by their immediate supervisors. However, when these teachers were asked to produce a copy of the curriculum they failed to do so. Furthermore, the description of their curriculums comprised of little more than a few activities. The majority had difficulty describing the general philosophy and methodology of their curriculums. It is quite likely that these pre-schools did not have curriculums available and usually implemented a general program on a daily basis.

The remaining 39% of the sites visited (138 sites) either had an "unspecified curriculum" or no curriculum. These teachers frequently commented that their education and experience in the field of early childhood education was very limited. They also noted that they were in need of supervision and instruction on appropriate methods and activities and content material suitable for use with young children.

Any type of curriculum that is being used should periodically be examined, reviewed, and evaluated as to its effectiveness. Teachers were asked to state whether or not they or their supervisors evaluated the program and / or curriculum currently under use. Seventy five percent of the teachers reported that they and their supervisors reviewed and evaluated the curriculum periodically. In actuality, these sessions were not really "review and evaluation" meetings. Most teachers described these sessions as discussions which enabled the teacher to plan activities for the coming week or month. Teachers stated that they usually did not question their supervisors or

coordinators as to the appropriateness of the programs under use. Many teachers also noted that they did not really need these discussions because they used a workbook in the classroom and this provided them with a guideline or outline as to what they should be doing in the classroom. (It must be remembered that the vast majority of pre-schools still emphasize academic skills only) .

One method of increasing knowledge and awareness of early childhood education is to exchange ideas and resources with others working in the field (See Table XIX). In order to tap the frequency of such events teachers were asked to describe their relationship with other pre-school organizations. 60% of the teachers reported that they cooperated, coordinated, and/or exchanged resources and experiences with other teachers. This activity most frequently occurred with teachers affiliated with Unions of Local Charities and Women's Committees. Each organization stated that they typically had monthly meetings in which a wide variety of topics were discussed. Unfortunately, the majority of teachers were unable to recall specific sessions and few had notebooks in which they recorded the discussions.

Table XX provides data on who provides professional supervision of the teachers, the qualifications of the supervisor, and frequency of meetings with teachers. The Social Welfare Department in the military government supervises 83 sites (24% of the total). Their supervision is in the northern part of the West Bank and they have 1 supervisor for these 83 sites. Their visits and supervision consists of little more than a spot check every 2 - 3 months to make sure that teachers are abiding by a very rigid program which specifies minute by minute what the teacher should be doing with the children. This supervisor does not discuss with the teachers the effectiveness of the program nor are the teachers allowed to comment on the program provided. An additional 66 sites (19%) reported that they were supervised by the Education Department. However, when teachers were asked to describe the meetings held they reported that visits were little more than spot checks to make sure that the pre-schools had paid their taxes. None of the teachers interviewed ever recalled having a supervisory meeting to discuss topics related to early childhood education. Interestingly, 40% of the sites visited failed to respond adequately to this question (whether they had no supervisor or an "unspecified person") . If one then looks at the frequency of meetings held with supervisors one notes that 222 sites (63%) failed to reply to the question. This was due to the fact that they had never had a meeting with their supervisor. The remaining 131 sites (37%) reported having between 1 - 5 meetings a year with a supervisor. These "supervisory" meetings are often times little more than spot checks to make sure that the site is still open, paying taxes, and following the pre-packaged program distributed at the beginning of the year.

Table XVIII

Curriculum Use and Development

<u>Aims of the the pre-school</u>	<u># of pre-schools</u>	<u>%</u>
- Educational and Academic Achievement	154	44
- Social Relationship Development	7	2
- To encourage individual differences	5	1
- To provide religious instruction	18	5
- To provide educational, academic, social, religious development taking into consideration individual differences.	5	1
- To provide educational, academic, and social development taking into consideration individual differences.	138	39
- To provide educational, academic, social, and religious development.	11	3
- To provide educational, academic and religious instruction.	15	4
	<u>353</u>	<u>100</u>
 <u>Who defined the aims of the pre-school</u>	 <u># of pre-schools</u>	 <u>%</u>
- Private/Local Organizations/Institutions	236	67
- Private/Foreign Organizations/Institutions	37	10
- The Israeli Government (1)	32	9
- Local Women's Committees	41	12
- Private / Individual	4	12
- No reply	3	1
	<u>353</u>	<u>100</u>
 <u>Type of pre-school curriculum being used</u>	 <u># of pre-schools</u>	 <u>%</u>
- Unions of charitable organization curriculum	124	35
- Curriculum developed by pre-school staff	80	23
- Unspecified curriculum	109	31
- Holy Land Christian Mission curriculum	9	2
- Women's Committee curriculum	2	1
- No reply / No curriculum	29	8
	<u>353</u>	<u>100</u>

1. This refers to the " Education Department " which is governed by Israeli Civil Administration.

Table XIX

Pre-school Curriculum Information

<u>Number of pre-schools that periodically reviews the curriculum</u>	<u># of pre-schools</u>	<u>%</u>
Yes	263	75
No	65	18
No reply	25	7
	353	100

<u>Who reviews the curriculum</u>	<u># of pre-schools</u>	<u>%</u>
- Institution's Supervisor	97	27
- Coordinator	42	12
- Specialist	6	2
- Principal	80	23
- Other	60	17
- No one	25	7
- No reply	46	13
	353	100

<u>Do teachers examine/review other types of curriculum?</u>	<u># of pre-schools</u>	<u>%</u>
Yes	263	75
No	49	14
No reply	41	11
	353	100

<u>What type of relations do they have with other pre-school organizations?</u>	<u># of pre-schools</u>	<u>%</u>
- Cooperate together	42	12
- Coordinate together	33	9
- Exchange Resources/Experiences	137	39
- Unspecified Relationship	28	8
- No relationship	7	2
- No reply	106	31
	353	100

Table XX
Pre-school Supervision

<u>Who provides professional supervision for teachers</u>	<u># of pre-schools</u>	<u>%</u>
- Education Department in Military Government	66	19
- Social Welfare Department in Military Government	83	24
- UNRWA (2)	35	10
- Institution's Supervisor	42	12
- Teacher	3	1
- Unspecified Person	70	20
- No reply	54	20
	<u>353</u>	<u>100</u>

<u>Supervisor Qualifications</u>	<u># of pre-schools</u>	<u>%</u>
- Licensed	129	37
- Bachelor's Degree (unspecified)	82	23
- Diploma (unspecified)	24	7
- High School Degree	6	2
- No Degree	1	3
- Other	1	3
- No reply	110	32
	<u>353</u>	<u>100</u>

<u>Frequency of Supervisory Meetings at the pre-school site</u>	<u># of pre-schools</u>	<u>%</u>
- 1 - 2 times yearly	28	8
- 3 - 4 times yearly	72	20
- 5 or more times	31	9
- No reply	222	63
	<u>353</u>	<u>100</u>

-
1. Actually UNRWA does not provide any professional services for pre-school teachers. However, teachers replied that they did receive supervision. This is a discrepancy we could not account for.

Financial Background and Status of Preschools

It was very difficult to obtain information from pre-school teachers and supervisors in this area. Whether this difficulty was due to a lack of information on their part or a mistrust of the interviewer was unclear. Many teachers responded to questions by saying they were not involved in financial issues. However, they also stated that they had little funds available to purchase materials for their pre-school children and sites. Teachers also noted that the children's families were negligent in paying fees. Even pre-schools that asked for a minimal fee (3-5 shekels/month) (US\$1.00 = NIS 1.59) had difficulty acquiring the fees from parents.

In addition, teachers, reported that they were paid very low salaries and often received these salaries 2-3 months late. When reviewing this data one will note the high number of responses in the "No Reply" column.

The Early Childhood Resource Centre has calculated that the average pre-school/kg needs approximately \$12.00/child/month to function at a minimal level. This cost covers teachers' salary, transportation, rent, water and electricity, material costs, and minimal building repairs. The vast majority of sites visited functioned on much less than this estimate. However, the lack of funds was clearly evident in the poor physical condition of the building, the teacher's low salaries, and the lack of educational and learning materials available.

Teachers were typically responsible for collecting tuition from children. In the majority of instances this proved to pose a problem because parents failed to pay. This is a major problem because the child's fees are usually used to pay the teachers' salary and purchase pre-school material. The end result was underpaid teachers and bare pre-schools.

In general, data within this section should be reviewed with care. Teachers are either unfamiliar with the financial status of their pre-schools or are hesitant to release this information. But if one takes into consideration the poor physical condition of most pre-schools, the very low salaries of teachers (on the average 40 Dinars per month), and the lack of educational and learning materials it clearly indicates that the general financial status of most pre-schools leaves a lot to be desired. This is quite natural when one takes into consideration that there is currently no Palestinian "Education Department" which can assume responsibility for the financial, administration, and technical aspects of pre-school development. Current efforts to form an infrastructure for pre-school development should alleviate some of these problems.

Table XXI

Pre-school Financial Background

<u>Pre-school Expenses / Year (1)</u>	<u># of pre-schools</u>	<u>%</u>
- \$ >1,670	67	19
- \$ 1,671 - \$ 3,340	28	8
- \$ 3,341 - \$ 5,010	23	7
- \$ 5,011 - \$ 6,680	23	7
- \$ 6,681 - \$ 8,350	8	2
- \$ 8,351 - \$ 10,020	9	3
- \$ 10,021 - \$ 13,360	12	3
- \$ 13,361 - \$ 16,700	11	3
- \$ 16,701 - \$ 20,040	5	1
- \$ 20,401 - \$ 23,380	4	1
- \$ 23,381 - \$ 26,720	3	1
- \$ 26,721 & above	18	5
- No Reply	142	40
	353	100

<u>Teachers Estimated Cost / Child / Year</u>	<u># of pre-schools</u>	<u>%</u>
- \$ 3 - \$ 33	55	16
- \$ 34 - \$ 67	25	7
- \$ 68 - \$ 100	7	2
- \$ 101 - \$ 134	7	2
- \$ 135 - \$ 167	12	3
- \$ 168 - \$ 200	2	1
- \$ 201 - \$ 234	2	1
- \$ 235 - \$ 267	5	1
- \$ 268 - \$ 301	1	>0.5
- \$ 302 - and above	3	1
- No Reply	234	66
	353	100

<u>Is there a fixed salary scale for pre-schools / staff ?</u>	<u># of pre-schools</u>	<u>%</u>
- Yes	179	51
- No	83	25
- No Reply	91	24
	353	100

1. During the period of data collection the Jordanian Dinar (current currency used by the most pre-schools) was stable at 1 Dinar = \$ 3.34 .

<u>Who determines the pay scale</u>	<u># of pre-schools</u>	<u>%</u>
- Department of Learning and Education / Civil Administration	22	6
- UNRWA	2	1
- Unions of Charitable Organizations	37	11
- Professional Training Degree Status	69	19
- Woman's Committees	3	1
- Other - unspecified	47	13
- No reply	173	49
	353	100

<u>Do teachers receive aid/donations for financial costs besides the children's fees</u>	<u># of pre-schools</u>	<u>%</u>
- Received outside aid	111	31
- Did not receive outside aid	222	63
- No reply	20	6
	353	100

<u>Is there a specific source of aid</u>	<u># of pre-schools</u>	<u>%</u>
- Specific Donator	111	31
- No specific Donator	208	59
- No reply	34	10
	353	100

<u>From where/whom do pre-schools receive financial aid</u>	<u># of pre-schools</u>	<u>%</u>
- Unions of Charitable Organizations	17	5
- Department of Learning and Education / Civil Administration	7	2
- Foreign Aid - Unspecified	10	2
- Women's Committee Aid	27	7
- Social Welfare / Civil Administration	7	2
- Union of Charitable Organizations and Foreign Aid	2	>0.5
- No Aid - private of from children's fees	4	1
- No reply	279	80
	353	100

Summary and Conclusion

This study represents a total of 353 pre-schools/kgs located in the West Bank. After data collection, it became clear that some sites were not covered by the data collectors. A revised estimate of the total number of West Bank pre-schools/kgs is more realistically assumed to be over 400 sites. The increased number is due to the establishment of additional sites by the various women's committee and a large number of private pre-schools/kgs that were not accessible to the data collectors.

This study was able to bring to the fore a number of issues and problems currently faced by pre-school/kg staff and administrators. As concerns the physical and material environment of most sites visited : -

1. Most pre-schools are located in buildings unsuitable for use as pre-schools and kgs.
2. Sites tend to suffer from one or more problems such as lack of electricity, water, proper toilet facilities, over crowding, and dampness.
3. Preschool staff do not follow through on necessary maintenance problems, such as broken windows, deteriorating walls, and contaminated water source. This problem is due to the teachers' lack of awareness of the necessity of a healthy and safe environment for young children and the financial constraints that are faced by most pre-school administrators.
4. The vast majority of sites had poor quality educational materials available. This problem was further compounded by the overall lack of learning materials in the classroom. Even at those sites in which educational material were present; teachers were unable to use them effectively. For example, many of the games have instructions written in English or Hebrew, languages that are foreign to teachers. Hence, the teachers either put these materials on a shelf away from children, or failed to use the tools effectively. Furthermore, teachers are not aware of the importance of enriching the kg environment with stimulating materials and if they are available they are stored away from children's reach or use.
5. The overall lack of space in most sites was clearly evident. On the average, the situation of child to space was less than one square meter. This situation was not facilitated by the presence of tables and chairs which were the predominant fixtures in most classrooms. Accepted standards suggest that each child should be allotted approximately 3 - 4 square meters. Existing space conditions in West Bank pre-schools are far below this standard.

6. The outdoor play environment in most pre-schools/kgs is lacking in swings, seesaws, merry go rounds, etc. The surface of most play areas are typically dirt and rocks with no attempt being made to provide safer conditions for children's use. In addition, many of the sites are located near streets and are not fenced in, hence older children enter the premises and break outdoor play equipment and throw bottles and garbage in the play area.

In summary, the poor physical conditions of most sites visited is due to the teachers' inability to effectively manipulate and improve the existing conditions. Naturally, financial problems make improvement more difficult. It is essential that teachers be given training on how to make their sites more healthy, safe, and educationally sound.

Data compiled concerning children attending West Bank pre-schools indicate that : -

1. Almost 75% of pre-school aged children are not attending pre-schools.
2. Even though the majority of villages now have a local pre-school/kg in their vicinity this site is unable to provide instruction for all the children in the vicinity.
3. The ratio of children to teachers is approximately 26 children to 1 teacher. This ratio is very high (accepted standards suggest that 1 teacher to 15 children is more feasible). This problem is further enhanced by the teacher's lack of skill in dealing with children.
4. Approximately 15% of the sites visited reported that they had children with speech problems, unfortunately teachers were unaware of techniques to aid children with speech problems.
5. There was a failure on the teacher's part to maintain clear records and evaluation of a child's social/emotional and cognitive development.

In summary, approximately 25% of West Bank pre-school-aged children are currently enrolled in preschools/kgs. The vast majority of young children are thus not exposed to an educational environment prior to attending elementary school. Teachers do not have available to them any means of assessing child development and hence the report does not include any detailed information on their developments

Currently there is a greater need for establishing more pre-schools with longer hours. This situation is due to the increasing number of mothers who are joining the labour force. Most pre-schools are open from 8 - 12. However, the mother's workday typically lasts

until 3:00 p.m. Hence, the mothers have difficulty finding a suitable place that offers day care services while she is at work. This situation is most common in urban areas but it is also being experienced in villages. This phenomenon has become more evident since the beginning of the Intifada. Mothers are seeking employment due to the deteriorating economic situation and the imprisonment of the primary breadwinner (eg. father).

There is an increasingly important necessity of developing existing potentials in pre-school staff to meet these changing social conditions in order to provide children with adequate day care services with educationally sound programs. Of course, this cannot be conceived unless pre-school staff are trained in the necessary skills and practices needed to work with young children. This is the crux of the problem : developing existing human resources.

Preschool staff includes teachers and administrators. The survey indicated that administrators : -

1. Were more likely to hold degrees from institutions of higher learning. However, not all administrators held degrees in education or related fields.
2. Few administrators had partaken in seminars concerning pre-school education.
3. Contact and communication between teachers and administrators was minimal. This was emphasized by the few number of meetings and the teacher's inability to identify who was the administrator.
4. Almost 40% of all teachers reported that there was no administrator.

Teachers provided the data collectors with most of the information compiled. There were 895 teachers in the 353 pre-school sites covered in this survey. Approximately 500 out of the 895 teachers provided data concerning themselves and their sites to the data collector. The highlights concerning teachers were : -

1. Almost 60% of the teachers have a high school degree or less.
2. Approximately 40% of teachers hold diplomas from 2 year colleges or B.A.s. These degrees are not typically in the area of pre-school education.
3. Teachers were quite frank in expressing their lack of knowledge in working with young children. Most were eager to enroll in programs that could provide them with skills and knowledge necessary to work effectively with children.

4. Teachers were not aware of the importance of pre-school education. Most perceived their primary responsibility as teachers of reading, writing, and mathematics. Issues such as social/emotional development and individual differences amongst children were not concerns for most teachers.
5. Teachers expressed frustration concerning the poor physical and material conditions of their pre-schools but did not have objective means of improving said conditions.
6. Teachers were disappointed with their meager salaries and expressed a desire to have increased wages and better work conditions.
7. Teachers expressed great difficulty in communicating with parents and society. This problem is primarily due to their lack of training and experience in communication skills.
8. There exists a high turn-over rate of teachers per site. This was evident in the number of years of experience of most teachers. Over 45% had less than 3 years of experience. This factor is due to the increasing number of pre-schools/kgs that are being opened. An additional factor relates to the fact that most pre-school teachers perceive their jobs as temporary positions. Many become pre-school teachers for lack of other employment or as a means of getting out of the home. There currently does not exist a majority of pre-school teachers who perceive their work as a career. This situation is further compounded by society's perception of pre-school teachers as "baby sitters".

In summary, there is an urgent need to upgrade the professionalism of pre-school teachers. Teachers are aware of their lack of education and development concerning early education. This is an important factor that must be taken into consideration. Teachers are eager to enroll in programs that could aid them in developing their skills and knowledge in this area. By providing teachers with practical experience, one can hence work towards the enhancement of early educational services in the West Bank. Furthermore, such training would increase the likelihood of pre-school teachers becoming career-oriented rather than job-oriented. In the end, the child and the teacher would benefit from such programs.

The gathering of data concerning the financial status proved to be the most difficult. Teachers and administrators were reluctant to share this information with the data collectors.

From the data compiled it became evident that : -

1. Most pre-schools were suffering from lack of monetary resources.

2. Teachers salaries were far below acceptable standards and in many instances barely covered transportation costs.
3. Teachers had difficulty collecting pre-school attendance fees from children even though fees were minimal. This problem is due to the poor economic situation in the West Bank and parents unwillingness to pay for teachers' services which they frequently perceived them to be little more than "baby sitters" .

In summary, data concerning the financial status of most pre-schools is highly suspect. But it is quite clear that a majority of the pre-schools had little funds available for use. This situation was reflected in the low salaries of teachers, the inability to maintain and repair the physical environment, and an inability to purchase necessary educational materials for classrooms (eg. even such bare necessities as paper, crayons, scissors, etc...) .

In conclusion, there is an increasing awareness of the need of early education. This awareness is being expressed in the number of pre-schools that have been established since 1980 and the enrollment of children in pre-schools and kgs. It is now essential to meet these new demands by upgrading the standards of pre-schools and teachers. The primary emphasis should be on human resource development since the teacher is the link between the child, education, and society. It would be irrelevant, wasteful, and detrimental in the long run, to develop prepackaged programs and curricula to distribute to teachers if they are not aware of the basics of child development, principles of education, and the skills necessary for a teacher of young children. By focusing attention on developing the capabilities of teachers, supervisors, and administrators one can then be assured that these individuals can develop their own programs to meet the needs of their children.

The goal of ECRC has been to foster the above mentioned strategy. During the last 4 years, since the establishment of the Centre, it has been developing its own human resources to meet the needs of early childhood education in the West Bank. Due to the lack of trained practitioners great efforts were put to overcome this shortage. Now the team of educators at the Centre are able to address the basic issues related to the field. The in-service programs and workshops offered by the Centre are proving to be effective and beneficial. The demand on enrollment in these workshops from teachers is a very true indication of their awareness of the need for professional training.

This survey has been carried out to objectively assess the conditions of pre-school education in the West Bank. It is hoped that the results of this study can be used effectively to work towards the enhancement of early childhood education in the West Bank .

استبيان
رياض الاطفال في الضفة الغربية
جمعية الدراسات العربية // مركز الاحماء
مركز مصادر الطفولة المتكبرة

معلومات عامة عن الروضة :

=====

- ٠١ اسم الروضة :
- ٠٢ سنة التأسيس :
- ٠٣ الجهة المشرفة : (حكومة ، وكالة ، خاصة) عدد الرياض التي تشرف عليها
- ٠٤ مكان الروضة وموقعها ، حدد :
 - ١ - المدينة :
 - ٢ - القرية :
 - ٣ - المخيم :
- ٠٥ عدد السكان في مكان الروضة (تقديري)
- ٠٦ عدد الرياض الاخرى في المكان :
- ٠٧ هل الروضة :
 - ١ - مختلطة ٢ - حو' من مدرسة

الاطفال :

=====

- ٠٨ المجموع الكلي لاطفال هذه الروضة :
- ٠٩ توزيع عدد الاطفال في الروضة :

١ - ذكور	٢ - اناث
_____	_____
- ١٠ اعمار الاطفال في هذه الروضة :

من سن الى سن
- ١١ متوسط عمر الاطفال في الروضة :
- ١٢ هل هنالك شروط لقبول الطفل في هذه الروضة :
 - ١ - جغرافية ٢ - عقلية ٣ - معرفية ٤ - مزاجية
- ١٣ عدد الاطفال الذين يعانون من اعيان ان وجدت :
 - ١ - جسمية ٢ - عقلية ٣ - بطقية
- ١٤ المدارس التي يلتحق بها اطفال هذه الروضة بعد انتهاء هذه المرحلة
 - ١ - حكومية ٢ - خاصة ٣ - وكالة ٤ - غير ذلك

المديرة - المعلومات - الملاحظات

=====

- ١٥ يقوم بإدارة هذه الروضة (ضع دائرة)
 - ١ - مديرة
 - ٢ - مدير
 - ٣ - معلمة
 - ٤ - غير ذلك
- (إذا كانت المشرقة على الروضة معلمة وليس هناك مديرة ، ينقل في الاجارة الى سؤال ١٦)

١٦. الدرجة العلمية للمدير/ة (ضع دائرة)			
١ - شهادة الدراسة الثانوية أو ما يعادلها			
٢ - دبلوم (سنتان بعد التوجيهي)			
٣ - بكالوريوس فما فوق			
٤ - غير ذلك (حدد)			
١٧. سنوات الخبرة للمدير/ة في رياض الأطفال			
١٨. عدد دورات التأهيل التي حضرها المدير/ة			
هل حضرت دورة تأهيل في تعليم ما قبل المرحلة الابتدائية : نعم	لا		
١٩. عن الدورات التي حضرها المدير/ة	موضوع الدورة	الجهة المشرفة	تاريخها من - إلى
			مكانها
١ -			
٢ -			
٣ -			
٤ -			
٢٠. هل تعقد اجتماعات دورية للمعلمات الروضة مع المدير/ة :			
١ - نعم	٢ - لا		
إذا كانت الإجابة نعم حدد العدد والفترة :			
٢١. هل للمدير/ة غرفة مكتب مستقلة :			
١ - نعم	٢ - لا		
٢٢. عدد المعلمات في الروضة :			
٢٣. مؤهلادهن المعلمة			
١ - أقل من شهادة المدرسة الثانوية			
٢ - شهادة المدرسة الثانوية			
٣ - شهادة الدراسة الثانوية (مترك فديم)			
٤ - شهادة الدراسة الثانوية (توجيهي ادبي)			
٥ - شهادة الدراسة الثانوية (توجيهي علمي)			
٦ - دبلوم معهد معلمين			
٧ - ليسانس (B.A.) أو بكالوريوس			
٨ - أعلى من البكالوريوس (حدد)			
٢٤. سنوات الخبرة للمعلمات في رياض الأطفال			
١ - أقل من ثلاث سنوات			
٢ - من ثلاث إلى أقل من خمس سنوات			
٣ - من خمس إلى أقل من سبع سنوات			
٤ - من سبع سنوات فأكثر			
٥ - أقل مما ذكر			
٢٥. دورات أثناء الخدمة أو قبلها للمعلمات	موضوع الدورة	الجهة المشرفة	تاريخها من - إلى
			مكانها
١ -			
٢ -			
٣ -			
٤ -			

٢٦ . كيفية اختيار معلومات الروضة

العدد

.....
.....
.....
.....

- ١ - انتقاء من بين مجموعة مقدمات
- ٢ - عن طريق المعرفة الشخصية أو التوصية
- ٣ - طرق أخرى (حدد)
- ٤ - طابقت سابقا في المدرسة

٢٧ . سنوات تدريس المعلومات الحالية في هذه الروضة :

العدد

.....
.....
.....
.....

- ١ - قبل سنة ١٩٦٧
- ٢ - من سنة ١٩٦٨ - سنة ١٩٧٣
- ٣ - من سنة ١٩٧٤ - سنة ١٩٧٩
- ٤ - من سنة ١٩٨٠ - إلى اليوم

العدد

٢٨ . هل توجد في هذه الروضة مساعدة معلقة أو أكثر
١ - نعم

٢ - لا

٢٩ . هل توجد غرفة مكتب مستقلة للمعلومات ؟
١ - نعم

٢ - لا

الوصول للروضة

=====

- ٣٠ . معظم الاطفال يأتون الى الروضة
- ١ - سيرا على الاقدام
- ٢ - بحافلة خاصة بالروضة
- ١ - يوصاهم اهلهم

٣١ . كم تبعد الروضة عن مركز البلد

٣٢ . كم تستغرق الحافلة من الوقت بين ابعاد بيت وبين الروضة

الدوام :

=====

٣٣ . كم يوم في الاسبوع تعطى الروضة :

٢ - يومين

١ - يوم

٣٤ . يوم العطلة للروضة

١ - الخميس

٢ - الجمعة

٣ - الاحد

٤ - يوم آخر (حدد)

٣٥ . عدد ايام دوام الروضة في السنة

٣٦ . يستمر اليوم الدراسي في هذه الروضة من الساعة الى الساعة
(نرجو تزويدنا ببرنامج يومي للروضة)

٣٧ . هل هنالك فترة زمنية محددة تسمح فيها للاطفال جميعا بالخروج من غرفة الصف الى الساحة يوميا ؟
.....

غرفة الصف :

=====

٢٨ - متوسط مساحة غرفة الصف بالامتار المربعة:

٢٩ - عدد غرف الصفوف في الروضة:

٤٠ - التدفئة في الصفوف أثناء:

- ١ - تدفئة مركزية
- ٢ - كاز
- ٣ - كهرباء
- ٤ - وسيلة أخرى (حدد)
- ٥ - لا يوجد تدفئة

٤١ - أطلاع الجدول عن مساحة الغرف ومساحة المواقف

مساحة المواقف	مساحة المواقف	مساحة الغرفة	غرض استخدام الغرفة
			١ -
			٢ -
			٣ -
			٤ -
			٥ -
			٦ -

في الغرفة (٤)	في الغرفة (٣)	في الغرفة (٢)	العدد في الغرفة (١)	أثاث الصف
.....				١ - مقاعد ثابتة
.....				٢ - طاولات
.....				٣ - كراسي
.....				٤ - سب
.....				٥ - رفوف مفتوحة
.....				٦ - خرائط متعلقة
.....				٧ - أدوات أخرى

الغناء الخارجي:

=====

٤٢ - هل هناك مساحة خارجية مستقلة للروضة

١ - نعم

٢ - لا

٤٣ - ما مساحتها بالامتار المربعة:

٤٤ - ما هي التجهيزات المتوفرة فيها:

- ١ - مرآة
- ٢ - سب
- ٣ - رصيف
- ٤ - ماء
- ٥ - تجهيزات أخرى (حدد)

٤٥ - هل هذه المساحة متاحة لدخول الروضة:

١ - نعم

٢ - لا

٤٦ - هل هي متصلة على الشارع

١ - نعم

٢ - لا

٤٧ - ان كانت قريبة من الشارع فهل هي مسبعة

١ - نعم

٢ - لا

٥٩ - حدد بالساعات كم يقضي الطفل في هذه الساحة يوميا

٥٥ - من يشرف على أنشطة الطفل في هذه الساحة :

- ١ - المعلمة
- ٢ - مساعدة المعلمة
- ٣ - آخرون (حدد)

الخدمات الأساسية :

٥٥١ هل المرافق الموجودة في هذه الروضة

- ١ - داخلية
- ٢ - خارجية

٥٥٢ حدد عدد المرافق عدد مرات التنظيف في الأسبوع في اليوم

٥٥٣ هل تتوفر ماء جار لاستعمال الروضة

- ١ - نعم
- ٢ - لا

هل توجد مقاسل مناسبة

- ١ - نعم
- ٢ - لا

٥٥٤ إذا اضطر الطفل الى الخروج الى الحمام فهل يحتاج الى اذن من المعلمة :

- ١ - نعم
- ٢ - لا

٥٥٥ هل يعطى الطفل أحد لقضاء حاجته

- ١ - نعم
- ٢ - لا

إذا كانت الإجابة "نعم" فمن يعطى الطفل :

- ١ - المعلمة
- ٢ - مساعدة المعلمة

٢ - الأذن

٥٥٦ هل تقدم خدمات طبية للأطفال :

- ١ - نعم
- ٢ - لا

٥٥٧ يشرف على صحة الأطفال

- ١ - طبيب متواجد
- ٢ - مستوصف عمادة خارجية
- ٣ - عرض
- ٤ - غير ذلك (حدد)

٥٥٨ هل توجد خزائن أسنان أولى في الروضة :

- ١ - نعم
- ٢ - لا

٥٥٩ هل توجد قاعة خاصة للطعام

- ١ - نعم
- ٢ - لا

٥٦٠ هل يوجد تلفن ؟

- ١ - نعم
- ٢ - لا

٥٦١ هل تصرف للأطفال الروضة :

- ١ - وجبة طعام ساخن
- ٢ - وجبة حلويات
- ٣ - ساندويشات
- ٤ - نعم
- ٥ - لا

٥٦٢ هل يخرج الأطفال عادة في موزعات قمامة أو رحلات

- ١ - نعم
- ٢ - لا

٥٦٣ إذا كان الجواب "نعم" فكم مرة يخرج الأطفال في خلال هذه الأسبوع خلال الأسبوع

٦٤ - الأطفال الذين يعانون من مشكلات سلوكية أو سمونها يعانون من:

- ١ - مشرف / الروضة
- ٢ - مشرف / ممتنع / ج - ولي أمر الطفل
- ٣ - غير ذلك

٦٥ - هل تفضل لوائح منظمة بين إدارة الروضة وأولياء الأمور:

- ١ - نعم
- ٢ - لا

٦٦ - إذا كان الجواب "نعم"

- ١ - مرة في السنة
- ٢ - مرتين في السنة
- ٣ - كلما اقتضت الحاجة

٦٧ - هل تحفظ سجلات لأعمال الأطفال:

- ١ - نعم
- ٢ - لا

٦٨ - هل تحتفظ المنظمة بتقرير تراكمي من عمر الطفل:

- ١ - نعم
- ٢ - لا

٦٩ - إذا كان الجواب "نعم" فهل التقرير:

- ١ - شهري
- ٢ - فصلي
- ٣ - سنوي

الموازنة

٧٠ - هل يدفع الأطفال رسوماً مدرسية:

- ١ - نعم
- ٢ - لا

٧١ - المبلغ الذي يدفعه الطفل (بدون ياف) سنوياً بالمدرسة

المبلغ الذي يدفعه الطفل المشترك بالعام سنوياً بالمدرسة

٧٢ - تدفع الرسوم:

- ١ - شهرياً
- ٢ - فصلياً
- ٣ - سنوياً

الإشراف:

٧٣ - يشرف على هذه المحطات إشرافاً فنياً على الممارسات المهمة:

- ١ - مديرية التربية والتعليم
- ٢ - دائرة الشؤون الاجتماعية
- ٣ - منسق من الجمعية أو المؤسسة المخرقة
- ٤ - جهة أخرى (حدد)

٧٤ - هل يزور المشرف / الروضة؟

- ١ - ٥ مرات فأكثر في السنة
- ٢ - ٤ مرات في السنة
- ٣ - مرة أو مرتين في السنة
- ٤ - ولا صورة

٧٥ - ما هي ملاحظات المشرف / على الروضة؟

- ١ - لئلا ينسى أو يتكلم بوس
- ٢ - مملوم
- ٣ - شهادة أخرى (حدد)

المكتبة والموارد التعليمية / التعليمية :

٧٦. هل توجد مكتبة خاصة بهذه الروضة :
١ - نعم
٢ - لا
٧٧. هل تشترك الروضة في استعارة الكتب من مكتبة منطقة :
١ - نعم
٢ - لا
٣ - عدد الكتب :
٧٨. هل تشترك الروضة في استعارة الكتب من مكتبة تانية :
١ - نعم
٢ - لا
٣ - عدد الكتب :
٧٩. عدد الكتب الخاصة بأدب الأطفال الموجودة في مكتبة الروضة :
٨٠. ما عدد الوسائط التطبيقية / التطبيقية الأخرى التي تملكها مكتبة الروضة :
العدد :
العدد :
١ - كاسيات
٢ - أفلام
٣ - سلايدات
٤ - صور
٥ - وسائل أخرى (عدد) :
٦ - ألعاب
٧ - نماذج
٨ - أوراق عمل للأطفال
٩ - أوراق عمل للطلبة
٨١. هل توجد كتب مخصصة للطلبة مثل كتب تربية ، علم نفس ، إحصاء ، ... الخ :
١ - نعم
٢ - لا
٨٢. إذا كان الجواب "نعم" حدد العدد :
٨٣. هل الموارد التعليمية / التطبيقية من :
١ - مصادر عربية محلية
٢ - مصادر محلية غير عربية
٣ - مصادر أجنبية
٨٤. هل توفّر الموارد التعليمية / التطبيقية في مكان واحد في الروضة :
١ - نعم
٢ - لا
٣ - عدد :
٨٥. هل الموارد التعليمية / التطبيقية من ألعاب وكتب وأوراق عمل للأطفال الخ ... هي من صنع الطلبة :
١ - نعم
٢ - لا
٨٦. ما هي الأجهزة التطبيقية المتوفرة في الروضة :
١ - جهاز فيديو
٢ - جهاز سنمائي
٣ - سجل
٤ - ماكس صورة (Overhead Proj)
٥ - أجهزة أخرى (عدد) :
٨٧. هل هنالك مجال لاستعارة الأجهزة الأتية الذكر من مكان محلي :
١ - نعم
٢ - لا
٨٨. هل هنالك مجموعات إدارية في المحصول على الجهاز وتصله :
١ - نعم
٢ - لا
٨٩. هل هنالك مجموعات فنية في المحصول على الجهاز وتصله :
١ - نعم
٢ - لا

المناهج:

٩٠. الجهة التي تحدد أهداف الروضة :
 ١ - حكومة
 ٢ - خاصة
 ٣ - لجنة (حدد)
 ٤ - فرد (حدد)

٩١. ما هي اهم الاهداف التي تسعى هذه الروضة الى تحقيقها .

٩٢. هل هنالك منهاج محدد تنمعه الروضة :
 ١ - منهاج اتحاد الجمعيات الخيرية
 ٢ - منهاج جمعية الاراضي المقدسة
 ٣ - منهاج تضمه الروضة بنفسها
 ٤ - منهاج آخر: (حدد)
 (نرجو تزويدنا بنسخة من المنهاج الصنع لي روفتكم)
 ٩٣. اكتب برنامج روفتك اليومي :

٩٤. هل هنالك تقييم دوري للمناهج :
 ١ - نعم
 ٢ - لا

٩٥. من يقوم بهذا التقييم
 ١ - المؤسسة المشرفة على هذه الروضة
 ٢ - المؤسسة المشرفة
 ٣ - غير
 ٤ - مدير/ة الروضة
 ٥ - جهة أخرى (حدد)

٩٦. هل يطلع القائمون على الروضة على مناهج الرياض الاخرى :
 ١ - نعم
 ٢ - لا

٩٧. هل هنالك علاقة بالمؤسسات الاخرى :
 ١ - تعاون
 ٢ - تنسيق
 ٣ - تبادل خبرات ومواد
 ٤ - غير ذلك

٠١ مجموع الاطفال المتحقين في هذه الرباط:.....

٠٢ هل هناك ترتيبات خاصة للاطفال المحتاجين

١ - نعم ٢ - لا

٠٣ هل هناك موارد مالية للروضة غير الاقساط

١ - نعم ٢ - لا

٠٤ هل هناك موارد عينية؟

١ - نعم ٢ - لا ٣ - حدد

٠٥ نفقات الروضة التقريبية في السنة.....

ينفق في هذه الروضة دينارا لكل طفل في المتوسط.

٠٦ هل تغطي الروضة مصروفاتها؟

١ - نعم ٢ - لا

الرواتب:

٠٧ هل هناك كادر محدد للرواتب؟

١ - نعم ٢ - لا

٠٨ اذا كان الجواب "نعم" حدد الاس المتبعة:

١ - كادر الحكومة ٢ - كادر الوكالة ٣ - كادر الجمعيات الخيرية
٤ - التأهيل المهني ٥ - غير ذلك

٠٩ كم راتب المعلمة في الروضة في المتوسط بالدينار شهريا

١٠ كم يبلغ راتب مدير/ة الروضة في المتوسط بالدينار شهريا

١١ كم يبلغ راتب مساعدة المعلمة ان وجدت في المتوسط بالدينار شهريا

١٢ كم يبلغ راتب الاذن/ة ان وجدت في المتوسط بالدينار شهريا